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Chicago
City
College

FOOD FOR THOUGHT:

DISCUSSION DRAFT
FOR A MASTER PLAN

JC 690 234

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 12 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

MAY, 1969

CHICAGO CITY COLLEGE
180 North Michigan Avenue
Chicago, Illinois 60601

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INTRODUCTION

This report is just what the title says--food for thought. It represents the views of imaginative and thoughtful teachers and administrators in the Chicago City College. None of it, however, is offered as "official" material, just as nothing in it bears either my endorsement or disagreement. Nor could all of it be put forward as a unified proposal; a number of views in one chapter may contradict those in another chapter.

The Chicago City College, as higher education throughout the country, faces a period of self-examination. This can be no mere academic exercise. Our students, our communities, and our faculty and staff could not permit such an empty gesture.

We are challenged as never before to state our goals and to defend them; to chart a clearer path to these goals; and to create new mechanisms whereby the broad college communith will be able to move forward in a unified way.

In time, the Chicago City College will compose a full-scale, formal master plan, approved and adopted by our Board. That time has not yet arrived. At this point we must examine some main outlines of our future, analyze the principal options before us, and fasten down some conclusions. It is my firm belief that the present document will prove most helpful in such an effort.

Special thanks are due the following Chicago City College teachers and administrators whose work is represented in various places throughout the report: Frank A. Banks, Sidney M. Berman, R. Edmund Dolan, John F. Grede, Morris L. Haimowitz, Charles G. Hurst, Jr., Andrew S. Korim, Robert H. Krupp, Ira J. Peskind, Sidney Stein, George Steinbrecher, Jr., Howard G. Wilcox. Meyer Weinberg edited the report. Many other students, teachers, and administrators contributed to the report by participating in eight separate subcommittees. Their contribution was important.

Oscar E. Shabat
Chancellor

STUDENTS

The higher educational institution was structured upon an 18th Century European model. The university was one way of putting the finishing touches upon the young of the wealthy classes. The curriculum was concentrated in the area of liberal education.

The university was to the student as the parent was to the child: In loco parentis. The university was to watch over the education, morals, and behavior of the students as a surrogate parent. The life and learning of the student body was circumscribed. In those days (using the Victorian model for behavior) higher education had nothing to do with power, prestige, class or occupation. In fact, the Presidents of the U.S. in the latter 18th early 19th Centuries did not attend college or universities. The legal profession was entered either through training at school or by reading law in a legal office.

The college or university rode shotgun over the behavior of their student charges. Moralistic, religious views were the standard model. Today part of student criticism takes the form of opposition to the doctrine of "in loco parentis". R. Yegge, Dean of the College of Law, U. of Denver had this comment: "one might say that in loco parentis is dead as a generally viable legal doctrine as applied to the university setting. And it is proper that this is so. The educational institution has greatly changed in its character over the last years." Educational institutions can't go back to normal if the 19th Century model of the university was normal. The world is changing. "...We can't expect that the (educational) institution will ever return to the position of standing in loco parentis to all around expecting unilaterally improved ideas on the part of students and faculty. Such benevolent dictatorship is not part of our present heritage and it should not be. Rather I would suggest that the educational institution will continue to be replete with tensions. The mission of the university is creation of new knowledge -- at least intellectual agitation. The university is not merely a transmitter of existing culture, it is a creator of new culture; it is a breeder of new ideas; it is a place where things must be exciting and ultimately disturbing. Let us hope it continues to be so." 2

It seems that Dean Yegge is saying that university and college students should be free from any institutional restrictions on personal behavior. Their freedom should be as complete as any other person, whether he lives at home or in his own "digs". Dress, behavior expression, thought should be unsanctioned in or about college grounds. In other words the only jeopardy students should feel is that of the civil or criminal law.

The report published by the Hazen Foundation, entitled "The Student in Higher Education", pointed out that college training must assume the chore of developmental education.

The main objective of the college is to train and develop men's intellect, to broaden the power of independent and balanced thought, and to deepen critical thought and expression. "But it is no longer possible to take a narrow view of intelligence as 'academic knowledge' isolating cognitive growth from moral growth and the general maturation of the person. This view appears untenable not so much for reasons of philosophy, but rather because our knowledge of the nature of the human personality forces us to

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2. R. Yegge. "New Legal Relationships Between Institutions & Students", The College Campus in 1968. Proceedings, 17th Legislative Work Conference; Austin, Tex., July 11-12, 1968. Southern Education Board, P. 51.

conclude that cognitive growth which is separated from the development of other aspects of the human personality is illusory or distorted. Thus, that form of intellectual development which has no visible impact on the individual's life, his values, feelings, goals and deeds is relatively sterile and undesirable.."[3]

One can consider the function of higher education as an attempt to develop in students their thinking capacity and self-fulfillment potential. It may be best at this time to formalize student rights and freedoms. A structured but open-ended list of rights and responsibilities should perhaps be created and ratified by all parties. Student behavior, student government, student expression, and student discipline should be placed in student hands. Perhaps this is one way of diminishing the probability of student-faculty/student-college confrontations. If such confrontations are in the main disruptive and divisive, any decrease in such actual and potential events can be viewed as beneficial to the college and university community.

Vesting such responsibilities and behavior in hands of students may provide a better procedure for cooperation rather than conflict in the future.

Thus a university or college can be looked upon as a governmental or political structure which grants rights, establishes responsibilities and ajudicates over differences which may arise. As Yegge held: "...there is justification for the argument that the educational institution is a

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3. Quotes by James L. Chapman (Assoc. Dean of Students, U. of Iowa), "Toward a New Concept of Student Affairs", College & University Business, p. 69.

government, and is public, exercising the power of the state thus requiring the mandate of constitutional provisions."

> "In view of the nature of the relationship between the educational institution and its students and faculty, there is a need for fairness on the part of the institutions in dealing with its students and faculty. Thus, we might avoid further fictitious distinctions between public vs. private institutions and begin to consider the type of institution when dealing with the question of fairness of that institution."[4]

Yegge argued that higher education in this country is one of the most autocratic institutions in our society. It vests almost total power over students in the hands of the professors. Just the suggestions that an outside group such as government or students should have the right to assess what professors are doing, is apt to be resented and fought.

> "...Study after study has suggested that college teaching is not very effective nor regarded as very significant by students, and student testimony suggests that most of their formal classwork is arid routine and not at all inspiring or helpful. In spite of this, college teaching continues in rather much the style which has characterized it since the late 19th Century.
>
> It is not true that student protests against inattentive teachers and outdated classroom material are evil, unreasonable intrusions on academic freedom. Intrusions they may be. However, they represent reorganization demanded by our legal heritage of 'fairness'. Thus, educators, alumni, parents, and citizens in general should welcome the new trend for young people to be concerned about nature, direction, and depth of the education which the university provides them. Furthermore, they must seek to maintain open channels of communication with young people rather than erecting barriers of rejection, disdain & critical judgment."[5]

The position taken in this section of the report is that students should have control over their own lives, activities, and behavior. Any formalized student "bill of rights" created by student/faculty/administration

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4. Yegge, op. cit., p. 53
5. Yegge, op. cit., p. 54

action should be one freely arrived and not be "a hustle". Perhaps in this way, as avenue of communication can be opened to replace the seeming wall of separation that now exists. Students should have their own say over their own lives. It may even lead to less chaos, divisiveness, and suspicion that now exists. It may not, but we must start moving and changing. The first place to start is with student lives. It costs no money and it may lead to high returns.

The time priority for implementing these changes is the present. There must be no delay. This can be the opening step in breaking down the barriers which form walls separating the students from other parts of the academic institution.

Student Services

Occupational professionalization has an impact upon social mobility and educational attainment. Enrollment in higher education reflects the feeling that college training serves as a steppingstone to jobs, income, and status. Current enrollment is close to the six million mark. Ten years ago, it was half this figure, a decade from now attendance is expected to exceed 10 million. The need for higher education certification has been made clear. A greater proportion of high school graduates -- about 50% at the national level - enroll. In addition, in absolute terms, there are more individuals in the 14-18 year categories.

The challenge is to educate vast numbers of students who typically in the past did not plan to enroll and who were not oriented to the process and substance of higher education. (The author wishes to make crystal clear that a greater number of highschool graduates can profit from college training. It is usually stated that between 30 to 60 percent of high school graduates are able to "get through" college. Most feel the lower end of this range should be enrolled, the author feels that the higher range of

50-60 percent are educable.) The challenge and the problem are clear. Vast numbers of 18-22 year olds who will be entering college will be shown to be in the below average aptitude groups and in the lower socio-economic groups.

Many educators have at best mixed emotions regarding collegiate success for current and future enrollees. Many feel that these students should not be in college because of low aptitude and low motivation. However, in the CCC these high school graduates should make us raise our sights and not lower our vision. That we must and can educate them is our function. We are the only college for most of our students.

The junior college students are drawn from the 50th percentile or below. They come from families who have had very little exposure to higher education. However, we too often confuse test results with ability. The challenge must be answered in only one way -- we will educate our students.

Junior colleges in general and the CCC in particular must provide highly differentiated educational programs. This must be done to fit the needs of our diversified student body who vary in ability, aspiration, motivation, and cultural background. It should be clear that if our students are to choose wisely among different courses and curricula leading to a great range of future careers "they must be assisted in identifying their abilities and aptitudes in assessing their deficiencies and their potentialities, and in rationalizing their aspirations. The student is likely to do these things effectively only if the college recognizes the process of self-discovery as one of its principal purposes, and if the institution's personnel services are adequate in scope and quality to give the student necessary assistance.[10]

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[10] T.R. McConnell. A Report to Carnegie Corporation of New York. (from the National Committee for Appraisal & Development of Junior College Student Personnel Programs) Nov., 1965. pp. i-ii.

Our students need great support in areas of counseling services, tutorial services, and health services. The junior college such as CCC unlike four-year institutions attracts students with a wide range of capabilities and interests. Our students may be realistic or unrealistic, they may be young, some old, some prepared, some unprepared. Yet we ask these students who may be uncommitted to college life or attitudes to make very quick decisions -- decisions which will more than likely affect their future lives.

The students that come to CCC don't really know what they want relative to the two-year or four-year college. They need immediate and a great deal of help. Such help must be given from counseling services. This office must guide and counsel these students and be the initial resource agency whereby these students can be motivated and supported so as to develop skills needed for short term collegiate success and longer term personal success. The student personnel offices must aid students to realize themselves and become aware of their own goals.

James Chapman writes "that the cornerstone on which student personnel work in college rests is the counseling service. The service must be designed to provide assistance in vocational planning, academic advising, individual testing, and in depth counseling relating to problems of personal, social, and educational adjustment." Chapman insists that student personnel services should include student activities, health services, placement, discipline, orientation, financial aid, etc. "Another aspect of this approach would be that discipline would be only one function to be performed rather than being the dominant feature of student personnel work." 11

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11. Ibid., p. 72.

The Hazen Report cited earlier, says: "Something better is possible when we put the individual student, and not abstract curricular concepts at the center of the college experience. This is not to suggest a doting, sentimental kind of education, but one which seeks from the beginning the ultimate goal of all liberal education, the shifting of the responsibility for his own education onto the student himself. We seek not simply men who are clever or quick with the answers; we seek men whose skill and expertise is balanced by growth and wisdom. Such growth is both possible and necessary for most of the age groups now seeking education beyond the high school."[12]

To achieve educational goals it is imperative to have a really functioning student personnel program. To do this, a vast increase in educational resources must be funnelled into counseling, tutorial, and health services so desperately needed by the CCC student body.

The Master Plan therefore recommends a really effective counseling service, not the mere programming functions it now engaged in. The counseling profession states that minimal, for guidance and counseling purposes the staffing ratio should be 1-300. (This should is set usually for four-year institutions. Given the urban location or our commuter students and their aptitude and motivations - this minimum standard is much too high.) For example, at Wright Campus with an enrollment (head count) of approximately 7800, there should be on hand minimally 26 professional counselors (exclusive of supervisory and clerical staff).

The Federal City College in Washington, D.C. has a counselor/student ratio of 1.25. If we set a 1.100 ratio for CCC , the professional counseling staff should number 78. For the entire CCC there should be 360 trained counselors.

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[12] Ibid.

At present Wright has 10 such staff. In fact, if the staffing ratio suggested by the profession is relative to four-year schools, the ratio at the CCC should be about 1-200 or 1-250. Thus Wright should be about 35 to 40 professionally trained counselors. It should be pointed out that at CCC with an enrollment head count of about 36,000, there should be 180 trained counselors. The staff on hand now number 40 1/2 trained personnel. [13]

With a staff ratio of 1-200 counselling services could be truly professionalized and be meaningful to our students. A regular scheduled appointment system could be set up to pay more attention to incoming students. To provide batteries of tests, to test basic (not learned) ability, to test personality, interests, etc., Vocational and psychological counseling services could be implemented.

At this point, a word on costs must be inserted. Counselors' salaries on the average are $8,000 per year. To maintain suggested CCC staff ratios means an additional 139 1/2 counsellors whose salaries (minimally) would be $1,116,000 annually. This would be doubled if a 1.100 ratio were maintained.

Ancillary and supervisory staff would add even more to this package. With this amount of staff we then would really concentrate on student retention, student goals, student study habits, vocational choices, and curricular choices. However we slice it, an effective program means a sizable allocation of educational resources.

A second personnel area which the CCC must develop is a strong tutorial program. Given the aptitudes and motivations of our student body -- 50 percent, if not more, of current student need tutorial support. We at

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[13] Data from Edmund Dolan's Report to the Chancellor dated Oct. 28, 1968.

CCC maintain an "open door" enrollment policy. It does not benefit our student body if the ongoing attrition rate eats up our enrollees. Given the assumption that up to 60 percent of our local high school graduates can reasonably profit from higher education, the burden rests with the CCC to insure that we retain increasing numbers of our student body so they may receive a meaningful social and educational experience while enrolled. Retention rates would increase by implementing a tutorial program. By tutorials we mean a small group of students possible 5-10 being in a close academic relationship with their tutor. Such tutors should meet 40 minutes twice weekly with their student charges. Meetings should be held in small type rooms with seating arrangements to accommodate about 10 people.

Let us assume that one-third of our 20,000 (EFT) enrollment should participate in tutorial programs; about 7,000 students in 700 groups of 10 would meet 80 minutes per week with their tutors. If each tutor would devote 3 hours a week to tutorials, the CCC would need a tutorial staff of 350. If this sized staff would be given an "overtime" course of 3 hours at an overtime rate of $900 per semester or $1800 per academic year, the total cost would be (350 X 1800) about $630,000 annually. By implementing such a program we would be academically supporting those students most needy of such aid. The probability of retaining large numbers of students who "drop-out" could be insured.

CCC has the largest Black student enrollment of any higher educational institution in this country. At present, there are 7.6 million students in the nation's colleges -- it is estimated that 3-4 percent is Black -- roughly a quarter to a third of a million. CCC has 12,000 Black students or 4-5 percent of this country's Black enrollment in higher education. The "cumulative deficit" in education experienced by Black students anywhere in this country suggests that CCC has to conceive programs that are supportive of our Black students. Not only do our Black enrollees merit support, any student who is a product of inner city schools deserves educational counseling support. A strong tutorial program available to any student who needs such help could set the example for all other educational institutions.

Our students whether Black or White are on the short end of the education stick. Ghetto students particularly and often all city students are deprived of educational resources and of supportive attitudes from their teachers. Many teachers in big-city educational systems hold negative attitudes toward the educable possibilities for their charges. The Kerner Report [14] states that "studies have shown that the attitudes of teachers toward their students have very powerful impacts upon educational attainments. The more teachers expect from their student -- however disadvantaged those students may be -- the better the students perform. Conversely, negative teacher attitudes act as self-fulfilling prophecies: the teachers expect little from their students; the students fulfill the expectations. As Dr. Kenneth G. Clark observed: 'children who are treated as if they are uneducable invariably become uneducable'....Less than one percent of the youth in Harlem go to college. In the nation approximately eight percent of disadvantaged high school graduates, many of whom are Negro, attend College; the comparable level for all high school graduates is more than 50 percent."

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[14] Kerner, et al. Report of the National Advisory Commission on Civil Disorders (Wash., D.C. G.P.O., 1968). p. 239

"The fundamental reasons for this disparity lie in the cost of higher education and the poor quality of elementary and secondary education available to disadvantaged minorities."[15]

There are significant differences in self-concepts of ability among high school students who are non-college bound, who go to two-year institutions, and those going on to four-year colleges. These differences in self conception can be altered through restructuring teacher attitudes and by effective counseling support. Much of the variance in such self conceptions can be explained by socio-economic status, problems of finance, lack of parental motivation and support, and by lack of student motivation resulting from bad school setting.

According to K. P. Cross, "One cannot help observing that there is little in most elementary and high school programs that is designed to help less academically oriented students achieve a more successful experience. It is not surprising that few of them think of themselves as above average."[16] It is even of greater importance in the urban centers with large ethnic minorities -- be they Black, Puerto Rican, and even southern and/or eastern European.

The focal point our schools and teachers center upon are the academically oriented. Very little support of any kind is given those students oriented in other directions. The non-college bound high school students show the most dissatisfaction with present course requirements. Over half of this group would like greater freedom in course choice, whereas less than half the college bound secondary pupils wanted a change in courses, while the junior college bound high schoolers were somewhere between.

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[15] Ibid, p. 250.

[16] K. P. Cross, The Junior College Student: A Research Description. (Educational Testing Service, Princeton) 1968, p.7.

Cross noted "... that 83 percent of the four-year college group found their high school courses very useful as preparation for college. A much smaller proportion (48 percent) of the non-college group found the courses very useful in preparing them for their future in the labor market. Junior college students were in the middle: 67 percent found high school very useful as college preparation...

"Certainly we need to explore further, students feelings about their own abilities. Is the school experience of the non-academically oriented student such that he learns to rate himself generally as below average in performance? Or are there areas, perhaps not related to school, in which he could experience success and feelings of personal worth?"[17]

It is enrollees in CCC who are in need of supportive services such as guidance and counselling and tutorial programs. By implementing such programs we can make meaningful higher education to our students. What should be kept constantly in mind is that CCC is the only higher education available and within the reach of our students. We must make crystal clear to our students that they are the major reason for CCC existence. Our function is to provide two years of higher education to students whose only chance is in the CCC.

The third area of concern is that of Student Health Services. With an enrollment of 36,000, projected to reach 50,000 within a decade, we have not provided our students any health or medical service. This area of student health (both physical and mental) should be of deep concern to any master planning group dealing with future needs of so large a college community.

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[17] Ibid. pp. 27-28.

President William Stearns of Amherst College had this to say about college health programs. "The breaking down of the health of the student, ...involving the necessity of leaving college in many instances and crippling the energies and destroying the prospects of not a few who remain, is, in my opinion, wholly unnecessary if proper measures could be taken to prevent it."[18]

In many ways the college community resembles a factory where environmental health is a joint responsibility of the administration and the faculty. College students present a combination of minor and major medical and psychiatric problems not common to general medical practice. Health problems arise in the college where insufficient medical advisors or psychiatric facilities exists. The student's economic status may deter him from seeking help for other than the most urgent problems.

"In the college setting, a special type of medical care and mental health service as well as supervision of the environment is necessary for the best physical and educational development of the students, for the protection of the college."[19]

The aims of any college health program are to maintain a state of optimum health, both physical and emotional among the student body, to indoctrinate each student with proper attitudes, and to instill good habits of personal and community health. A good program can assure a healthful and safe physical and emotional environment and health care. It finds physical and emotional problems in their early stages, where they are remediable; prevents loss of time and promotes the pursuit of academic work by maintenance of health through the prevention and treatment of illness; and provides opportunity for research relating to basic health problems of the student and his environment.

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[18] Quoted in Recommended Standards & Practices for a College Health Program. American College Health Assn., Coral Gables, 1967, p. 5.

[19] Ibid., p.6. This entire section on Student Health Services is taken from this source.

The American College Health Association states that the scope of "a good college health program is more than provision of first aid for accidents or of medical care for acute illness. It should be broad in scope encompassing preventive medicine and psychiatry, health education, medical care, mental health care, and supervision of the environment. When it is properly organized and developed, it becomes an integral part of the educational experience of college students, demonstrating the importance and value of health as a personal community asset. In order to be most effective the members of a college health service should be active in all phases of campus life and be readily available for consultation. This requires a close reciprocal relationship with all departments concerned, but at the same time the confidential status between student, patient and physician must be inviolate."[20]

Given the nature of our college in an urban multi-campus setting, we should begin thinking of a health program in much broader terms than just students. The health program, could be expanded so as to include the entire community area in which each local campus is located. This concept of community-student health services is not the focus of this section. However, we should begin thinking of such a wide-ranging health program.

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[20] Op. cit., p. 7.

The University of Illinois Chicago Circle Campus student health services can provide us with a model. However, certain difficulties of comparison arise. Although Chicago Circle is an urban commuter school, it is not a multi-branch institution. This presents an obstacle for direct comparisons. However, we can use their health program as a first approximation.

The Circle plan offers its student psychological and medical services on an out-patient basis. Chicago Circle Campus' enrollment is now 14,000. All students commute to school from in and around the metropolitan area. The annual operating budget is $200,000. To provide services for students, the Center is staffed by one full-time medical director and seven part-time physicians. These physicians must devote 50% of their time to the school. Specialities include psychiatry, surgery, internal medicine, dermatology, O.B.-gynechology, pediatrician, and general practice. Two nurses and four office personnel also are on the staff.

Medical and psychiatric care is provided on an out-patient basis. Both a medical and mental health clinic are operated. The mental health clinic has on its staff (besides a psychiatrist) two full-time psychiatric social workers and a half-time clinical psychologist.

If hospitalization is needed, it is accomplished at local hospitals. To cover hospitalization costs, each student purchases each quarter, an insurance policy -- premiums run $8.00 per quarter or $24 per year. The health insurance policy covers 80-90 percent of hospital costs; also some hospital out-patient coverage is included.

CCC medical and mental health facilities should be provided at each campus site. The program should cover 20,000 (EFT) students at eight campuses. Staff ratios established by the American College Health Assn. call for one full-time physician for each 1000 students. Therefore, 20 physicians should be included. Physicians' salaries are in the range of $15,000 or more each year. This would mean a minimal physician salary outlay of $300,000. This estimate does not include ancillary or supervisory staff, nor does it include outlays for physical facilities.[21]

Of course, other staffing requirements, such as nurses, secretaries, technologists, etc., would have to be costed out. Unfortunately, we do not have available at this time such data on staff ratios. However, this rudimentary section on CCC medical plan costs was included to provide a clue as to what may be needed eventually.

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21. Cost data on two-year college student health services are hard to come by. The American College Health Assn. is now in the process of researching such programs for two-year community colleges.

3. FACULTY

A logical starting point for a discussion of faculty is with recruitment. Minimum educational requirements and recruitment policy are set forth in the Rules of the Board of Junior College District No. 508. They are as follows:

> 2-9. **Recruitment of Faculty.** The Chicago City College is committed to the recruitment of a faculty whose members believe strongly in the philosophy, objectives and purposes of the College and who will give complete support to the total educational program of the College. Specifically, prospective faculty members will be recommended who:
>
> > (1) Will contribute in every way possible to cause the philosophy, objectives and purposes of the College to be realized; and
> >
> > (2) Will understand the heterogeneity of the junior college student body, both in interests and abilities, and who will therefore give every possible assistance in helping orient students toward realistic educational achievement.
>
> 2-10. **Minimum Educational Requirements.** The minimum educational requirement for a position on the faculty of the Chicago City College shall be a master's degree, or its equivalent, in a general area of knowledge appropriate to the College. A candidate with a baccalaureate degree, or its equivalent, in a modern language or in a field of applied science, art, or technology may be employed provided the candidate has a professional certificate, licensure or acceptable work experience directly related to the subject or field in which he is expected to teach.
>
> 2-11. **Teacher Interns.** A person classified as a Teacher Intern in a college or university Master of Arts in Teaching (MAT) program may be employed as a teacher for a maximum of nine (9) teaching hours per week. Employment shall be for a period not to exceed one college year. The Campus Head shall provide appropriate supervision, guidance, conferences, class visitations, and other means to enable these teachers to make their internships meaningful and productive.
>
> 2-12. **U.S. Citizenship.** Administrative officers and employees must be United States citizens. Non-citizens of the United States may be employed as faculty members on an annual basis but such faculty members shall not be eligible to receive sabbatical leaves, advancement in rank, or permanent tenure until final U. S. citizenship is achieved.

Regulations regarding initial employment and the renewal of the employment contract are set forth both in the Board Rules and the Board-Union Contract as are the regulations regarding tenure. They are summarized as follows:

> **Tenure of Faculty Members.**
>
> (a) Full-time faculty members in the rank of Instructor and Assistant Professor acquire permanent tenure in the Chicago City College after three (3) full-time, consecutive years of employment in the Chicago City College provided that the faculty member is employed on contract during the 4th year. The fourth year contract will be considered as the legal document certifying permanent tenure.

> Full-time faculty members in the rank of Professor and Associate Professor acquire permanent tenure in the Chicago City College after two (2) full time, consecutive years of employment in the Chicago City College, provided that the faculty member is employed on contract during the 3rd year. The 3rd year contract

After a faculty member has achieved tenure, he may not be removed from his position except for cause and after a hearing.

Plans for faculty expansion and development involve the establishment of conditions that will permit the college to recruit the large number of new faculty and staff required. The U.S. Office of Education's National Center for Educational Statistics has reported total enrollment in higher education in the fall of 1968 at 7.5 million, an increase of 8.7 per cent over enrollment during the fall of 1967. Enrollment in public institutions rose 12.8 per cent during the year and declined a half of one per cent at private colleges and universities.

For the fall semester, 1967, the total faculty of the Chicago City College number 1139. Of these faculty members, 249 are part-time and 890 are full-time. Six full-time faculty are assigned duties outside of the eight campuses, and for the purposes of this study are not included in the following data. Also, for the purposes of this study, a faculty member is defined as any CCC individual with academic rank but excluding administrative assistants, deans, and central office administrators. Teaching twelve hours or more was the criterion for full-time. Of the 884 full-time faculty, 276 or 31.2 per cent are new faculty; i.e., were not full-time during the spring semester, 1967. Almost all of these faculty were new to the CCC in September, 1968. This increase in the number of new faculty was not due only to an increase in the total size of the student body, but largely to the fact that during the spring and fall of 1967 the faculty went from a fifteen-hour teaching load to a twelve-hour load.

To retain a well-qualified faculty the college must maintain the competitive level of salaries, resolve long-standing weaknesses in support services, and increase the over all attractiveness of the institution as a place to work.

A. Salary Schedules

The salary schedule is excellent and competitive on a nation-wide basis though, as is the case in most institutions, it needs improvement in the rank of Professor.

B. Automatic Promotion from Instructor to Assistant Professor upon receiving and accepting tenure contract.

C. Fringe Benefits

We must gain and maintain a salary advantage, recognizing that it is essential to compensate for the higher living costs that result from teaching at an urban institution.

Faculty evaluation - students demand a voice

Some students want to interview candidates for initial placement as faculty.

Special Committee of CCCFC

The need to develop an understanding among the faculty to be able to exercise sanctions against those of its members who consistently fail to live up to minimum standards of professional behavior.

D. Faculty Housing

The City University of New York (CUNY) has had the experience

Average CCC Annual Basic Compensation Scale*

	Salary	Health Ins.	Life Ins.	Pension**	Total	AAUP Rating*** Avg. Comp.	AAUP Rating*** Min. Comp.
Instructor	$8,200	$89.76	$61.01	$827.38	$9,178.15	AA	AA
Assistant	10,650	89.76	79.29	1,074.59	11,893.64	AA	AA
Associate	13,550	89.76	100.81	1,367.20	15,107.77	AA	AA
Professor	14,900	89.76	110.86	1,503.41	16,604.03	B	A

AAUP's 1968-'69 COMPENSATION SCALE

Average Compensation Scale

	AA	A	B	C	D	E	F
Professor	$27,000	$21,500	$17,000	$13,600	$10,900	$9,000	$8,000
Associate Professor	15,500	13,500	11,900	10,400	9,000	7,900	7,200
Assistant Professor	12,000	10,700	9,560	8,580	7,760	7,100	6,600
Instructor	9,000	8,300	7,680	7,140	6,680	6,300	6,000

Minimum Compensation Scale

	AA	A	B	C	D	E	F
Professor	$18,180	$15,260	$12,700	$10,620	$ 8,950	$7,700	$6,880
Associate Professor	13,250	11,490	9,940	8,610	7,540	6,690	6,030
Assistant Professor	9,840	8,750	7,800	6,990	6,310	5,780	5,370
Instructor	7,400	6,810	6,320	5,880	5,500	5,160	5,000

This table shows the standards by which the American Association of University Professors will grade faculty compensation at colleges and universities next year.

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*Does not include annual increments since September 1967

**State contribution of 10.09%

***AAUP's 1968-69 Compensation Scale

of faculty members, especially younger persons, who were reluctant to relocate in New York City because of high rental costs and the difficulty of finding suitable apartments near several of the campuses. I don't know that this has been a problem for CCC. Nevertheless, there is a feeling among students of some of the campuses of CCC that faculty and staff members should live in the community of the campus in order to relate to this. If this hypothesis gains sufficient support, the Board will undoubtedly have to furnish suitable housing for faculty and staff.

The New York Board of Higher Education has established a policy of providing housing for all its college presidents on or adjacent to the campuses, and that a house also be provided for the Chancellor. Some applicants for presidencies of campuses of Chicago City College have declined possible appointments because housing was not provided. Board of Junior College District No. 508 did at one time offer to provide housing for our Chancellor, but this offer was declined. Perhaps such housing should be made available if we expect to attract faculty willing to live in or near the community in which their campus is located, or to attract experienced and highly qualified top administrators.

"Such housing would be self-supportin and would not require tax levy funds." (p. 148)

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TOWARD A MORE GENERAL CCC GENERAL EDUCATION PROGRAM

Foreword

At an all-campus faculty meeting in 1967 the CCC Faculty Council president pointed out that our general education curriculum had undergone only minor revisions in the thirty-five years of its existence. Dr. Titelbaum called for a re-thinking of our College general education program to discover whether major changes might be necessary or desirable.

This study is an examination of some aspects of our general education program--some of the apparent inadequacies of it and some of the elements which make revision difficult. This study is intended as a basis, a springboard for further discussion of our general education courses. Even when it appears dogmatic, it is intended to be merely part of the dialogue necessary for better general education in the College. It is not intended that this study be construed as a blanket attack on our present curriculum, for it is our hope that as reasonable faculty members we should all be interested in making a good program even better.

* * *

The CCC is committed to general education--committed, moreover, not by any administrative fiat or Board dictation but by faculty consensus. Doubtless some individual faculty members would disagree; even clusters of faculty members with vested interests in areas outside general education would prefer that the College have less of it and more of their specialties. But these minority interests must admit that faculty consensus in the CCC supports the general education program. All the evidence indicates this consensus: the discussions at two annual week-end conferences, the discussions within the CCC Faculty Council and its curriculum committee, and the occasional polls of faculty opinion by campus curriculum committees. But commitment to general education by the faculty is one thing; changes or improvements of our general education program are something else. At present the means for improving this vital part of the CCC curriculum are inadequate.

Given the manifold campuses of the CCC, revisions of the general education program are difficult and to some faculty members seem impossible. One cause for such difficulties involves communication.

Difficulties of Communication

Present methods for course revisions or for introduction of new courses that were worked out by the Chancellor and the Faculty Council are perhaps satisfactory for curricular problems outside the general education area, but they are completely inadequate for any re-thinking or overhaul of our general education courses. Under the present methods for course revision it would be possible for one campus to initiate an experimental general course in one of the general education areas, but the likelihood of such an experiment being finally adopted by the College citywide is slight without some initial faculty consensus in the original design of the course. And the means for achieving that consensus are almost non-existent.

The present means for achieving changes within the general education courses are the single-day, all-college meetings of faculties within subject areas of general education--the CCC humanities faculties, CCC English faculty, etc. But two factors militate against any very significant results being achieved by these meetings: the short time of the meetings and the segregated nature of the meetings. It is obvious to most who have attended these meetings that only the most superficial agreements can be reached in the time allowed. Moreover, the isolation of single-area faculty members limits consideration to curricular problems of the courses in that particular area. At the single-day meetings no co-ordination of the entire general education program is possible.

At present not merely is communication difficult and infrequent between general education faculties of the various campuses, but in addition there is almost no communication as far as the general education curriculum is concerned--between general education faculties on the same campus. No single individual on any one campus has any comprehensive idea of how the general education courses complement each other nor even whether they do or not. At present, with the exception of feeble campus cross-fertilization at infrequent day-long sessions, each subject-matter faculty in general education on each campus determines the nature of its own general education course.

Thus both geography and sectional isolation hinder an improved general education program. Eight or nine faculties at as many different campuses become isolated from each other, and in some areas--as evidenced by final examinations--eight or nine different general education courses emerge. In time, in some departments at some campuses, a proprietary feeling develops about the nature of the general education course being taught by that unit. Comments by other members of the same faculty about general education course structure are considered as invasions of privacy. Even suggestions by peers in the same discipline at other campuses can at times be viewed as suspicious encroachment.

Fortunately not all of our faculty are lacking in resilience. But unfortunately reluctance about curriculum improvement is an obstacle that must be overcome, and our widespread geographical locations do nothing to ameliorate the situation.

Working together, the administration, the Faculty Council, and the faculty itself should be developing means to consider with care our present course offerings in general education in a genuine attempt to discover how they may be improved. Without such effort, general education in the CCC could become increasingly archaic and second-rate. New and more fruitful methods of considering the general education curriculum are sorely needed in the CCC if the College is to remain in the forefront of general education.

RECOMMENDATION NO. 1: THAT THE VICE-CHANCELLOR FOR ACADEMIC AFFAIRS SUBMIT TO THE CCC FACULTY COUNCIL A MORE SATISFACTORY MODUS OPERANDI FOR REVIEWING THE GENERAL EDUCATION CURRICULUM THAN THE RECENT ONE-DAY SEMINARS.

Rationale for Curricular Differences and Agreements

Some faculty members argue that agreement about curriculum between the various campuses is impossible, undesirable, and unnecessary. They cite the wide variety of faculty members who, even within the same discipline, have been trained at different schools under curricula with differing pre-suppositions and assumptions concerning the same subject area. To achieve consensus from such a varied faculty, it is argued, is impossible, and the time spent in attempting to do so is time wasted in futile talk.

But what, then, does teaching humanities, social science, or one of the natural sciences mean if there can be no general consensus about what the subject is and what of importance is to be taught about it? If each teacher were to teach such a general course solely on what he alone thought it was, without any agreement with his peers in the field, might not this be grounds for admitting there was no such general course as Social Science 101, Humanities 202, or any one of the other general courses in which lack of agreement might occur? If trained and reasonable faculty members cannot reach some unanimity among themselves about their area of general study, what can a student think of such courses except that they are ill disciplined? Or, indeed, perhaps that they are unnecessary?

The opponents of an all-College agreement about a general education curriculum also often claim such agreement is undesirable and unnecessary. They point to the differences of student populations at the various campuses and claim that it is better to devise separate general education curricula for each local population. They claim that all-CCC agreement about curriculum would produce an undesirable conformity which would be a disadvantage to some students as well as inconvenient for some teachers.

When one inspects the evidence of such thinking, which the final examinations for such differing general education courses supply, , a surprising conclusion emerges. These differences in course content have been arranged not so much for the particular student needs of the various campuses as they have for the tastes and interests of the faculty involved. While the selection of texts may vary widely for such courses from one campus to another, their levels of difficulty from campus to campus are not markedly different. And an examination of the kind and degree of difficulty of the various examination questions indicates nothing remarkably easier or more difficult about one examination over another. An impartial reviewer of these examinations is led to the conclusion that choice of texts and aspects of subject matter chosen for testing are not so much oriented to student adaptability as they are to interests, temperamental differences, and differing assumptions of the various faculties about the nature of their general course. Thus one has Bogan and a Loop Humanities, a Southeast and

Mayfair Biology, a Wilson and and Wright Social Science, etc. While some general education subject areas at various campuses--notably English and Biology--are able to achieve sufficient unanimity to give common final examinations, the tendency through the years has been toward more and more separate final examinations, indicating differing general education courses at the various campuses. Such differences indicate differing assumptions about the nature of general education. But, if general educations is to be truly general, should there not be greater agreement about the nature and methods of these courses?

It is not within the limits of this study to argue fully for the centralization or decentralization of the general education courses. But it should be apparent that if these courses are to be truly general--valuable for all two-year college students--questions of what is included and what is omitted are important and worthy of considerable review and discussion among the faculties involved. And, ideally, the more consensus that can be achieved about the nature of these courses, the more valuable and genuinely general they are likely to be. The farther the faculties involved are from such consensus, the more likely the courses are to reflect particular and specialized biases that are not truly general. The means, then, for achieving such consensus turn out to be important to a sound establishment of the nature of the courses themselves. And with the new organization of the College under Board 508 and the new working conditions provided as a result of the agreement with the Union, it should be possible to establish these means.

Even if each campus maintained complete autonomy of discretion about the nature of each general education course, some all-college group could at least provide cross communication and enlightenment about what each campus is doing in the general education areas. And, preferably, enough vital agreement might be established so that the entire general education faculty has a better knowledge of this program. With such a vision we might be able to develop for our students the most important general aim of general education: a more coherent and clear understanding of civilization--past, present, and even future--in all its most important scientific and humanistic aspects.

For a brief consideration of the main points for and against common general education courses for the entire College see Appendix I. What follows in this study are suggestions for improvements in our general education program.

RECOMMENDATION NO. 2: THAT THE FACULTY COUNCIL EMEND, IF NECESSARY, THE VICE CHANCELLOR'S SUGGESTIONS FOR A MODUS OPERANDI FOR GENERAL EDUCATION REVISION AND SUBMIT IT TO THE FACULTY FOR MAJORITY AGREEMENT OR DISAGREEMENT.

POSSIBLE IMPROVEMENTS IN OUR GENERAL EDUCATION PROGRAM

1. More coherence within courses.
2. More coherence among courses.
3. More historical perspective.
4. More breadth of vision in some courses.
5. More depth in some aspects of some courses.
6. More class time to achieve these objectives.

1. More coherence within courses. Too much evidence exists of general education courses being taught in block units, too little evidence of coherence between the units. For example, in some biology general education courses the student can be introduced to a unit of genetics followed by a unit on organic development with little or no explanation of the reason for such progression of topics. Similarly, units of instruction in some social science courses seem arranged merely to allow each of the specialists to have his subject matter represented in the course--a unit of anthropology followed by a unit of psychology followed by another of sociology. Humanities also is blocked out as topics--literature, music, architecture, art--with too little indication of these areas of human expression existing in particular times and particular cultures and dynamically influencing one another.

In studying such fragmented units, the student must by himself establish any coherent patterns, any sense that science evolved, that human communities developed through history, that the arts were expressions of various times, places, cultures. Needless to say, beginning college students seldom have the experience or breadth of vision to develop such coherence for themselves: the separate units of instruction usually remain just so many incoherent, separate units. The general courses, therefore, all too often add up to a chaotic, incoherent presentation of intellectural units providing no over-all comprehension of biology, physical science, social science, or humanities. More effort is necessary within each general course to develop the intellectual coherence of the various parts of such courses. And such coherence is possible only when the subject is viewed not in terms of its particular aspects--chemistry, physics, or geology among the physical sciences; economics, sociology, psychology, or anthropology among the social sciences; zoology, botany, etc. among the biological sciences; music, art, literature, architecture among the humanities--but in terms of some comprehensive intellectual structure which unifies and makes coherently meaningful these aspects. It is such coherence which the beginning student needs, a coherence which the specialized teacher either takes for granted or which he thinks of as unimportant to his specialty.

To achieve such coherence, the particular faculties involved need to discover once again more clearly why the order of arrangements of parts for their courses was initially established. If there is no reason for such order, if the parts are mutually interchangeable in the course, then further reflection is necessary about why the parts are included at all. The justifications for inclusion combined with a decision about arrangements of parts in a particular order should supply coherence.

2. More coherence among courses. As has been indicated earlier, the initial five-fold division of the general courses established thirty-five years ago has perpetuated a five-fold autonomy. This manifold division in administration and departmentalization has perpetuated incoherence. No effort exists within the College to consider in what respects the general

courses could be made more coherent one with the other. Specialists in each area assume that they alone can best determine the nature of their course. Yet certain pedagogical questions cross departmental lines. For example, aspects of scientific proof and method are common to both the biological and physical sciences and in some respects to the social sciences, particularly psychology. Is there no value in co-ordinating what is taught about these topics in the various general courses? Or another example: there is close connection between aspects of geologic change and evolutionary animal development. Would not common understanding of methods of handling these topics by biologists and physical scientists be desirable? Since these sciences are arbitrarily, not naturally, separated, can it not be said that the more intimate science teachers were with the nature of the "other" science course, the more intelligently and coherently they could teach their own segment, making applicable allusions at points where topics impinge or cross from one area of science to the other?

At present there is too little endeavor to obtain course coherence within the same general education area from campus to campus, and there is no effort whatsoever for the various general education faculties to establish over-all coherence of the general education program. Our catalogue refers to the "General Education Core" as if this were a unified, coherent program when in fact there are five separate units, many of which vary considerably from campus to campus and, indeed, in some instances vary on the same campus from teacher to teacher.

Some means are desirable to establish between the various general education areas an awareness of the entire general education program so that greater coherence might be developed for the entire general education program.

3. More historical perspective. One profound reason for the fragmentation of subject matter both within the general education courses and in the relationship of each to the other is a disappearance, except in minor units, of historical perspective. Yet natural development occurred historically, as does the human intellectual development of science. Nature first developed as it did; then man came along and gradually became aware of that development, providing his own explanations and sciences of that development. A clear explanation of such historical progressions would reveal more intelligently and coherently natural development and the development of science.

And man himself, in his many civilizations, has also progressed through time. Of this development there is at present very little indication in most of the social science and humanities general education courses. Usually the social sciences have reneged on historical developments of their subject in favor of human problems and problem solutions, assuming these would make better citizens. The humanities have followed a kind of Aristotelian conceptualization of subject matters, breaking up human development into artistic aspects of human activity, with historical development of these activities ignored or relegated to a very minor, fragmented, and sketchy role--as happens when styles of Western architcture are considered.

Yet historical treatment, which provides an orderly account of the way nature, science, civilizations and men developed, offers the most coherent pattern for teaching and understanding the subjects of our general education program. The disintegration of historical perspective in the structure of our general education courses ultimately leads to fragmentation and confusion in the minds of the students.

4. More breadth of vision in some courses. Since the CCC general education courses were instituted in the 1930's, there have been many revisions and refinements. Alert faculty members have up-dated courses to include new findings and more recent conclusions of research. But, as has already been mentioned, the five-fold division of the original general education courses has hampered overall improvement.

The artificial and arbitrary division of the sciences into biological and physical may conform with the divisional patterns of some colleges and universities, like the University of Chicago, and hence with the specialized education of faculty members trained at these schools. But in the thirty-some years since such university divisions were organized those institutions find themselves necessarily creating departments across divisional lines. Results of more recent research make links necessary between the biological and physical sciences. At some institutions departments composed of members from both divisions have to be formed to carry on, for example, research in environmental factors on animals or the physical effects of outer space on humans. The conclusions of such studies often add knowledge which is not easily categorized as belonging to physical or biological science but to both. Some such studies, like the territorial domains of animals, even have implications for the social sciences.

As a consequence many schools have given up the sharp division between biology and the physical sciences in order to develop a more unified curriculum, most often designated as "natural science." A single faculty of science generalists create a science curriculum which is more flexible and adaptable, providing more coherent courses in general science. In such courses information about research and scientific method can be developed more appropriately for all scientific topics rather than, as often happens, duplicating it in every course.

To ignore newer aspects of scientific discovery that cross disciplinary lines in order to maintain departmental structure deprives general education of new visions of knowledge. And when one considers that mathematics--that key tool of most scientific research--is not directly represented at all in our present general education science courses, except as incidentally introduced by biologists and physical scientists, one can question seriously how fully our students can be trained in science. Omission of mathematics seems a serious limitation. If a joint natural science course with mathematics included were created, surely the breadth of vision of our students would be increased.

It should be remembered that when the CCC adopted the general studies program from the University of Chicago in the 1930's we accepted also the University's separation of administrative function of the general education courses, although we designated these as departments rather than divisions as the University did. There was need for the University to establish its divisional structure at the time in order to provide more convenient administrative groupings of departments than had been possible earlier; previously the University had been plagued by the autonomy and separate powers of too many departments. The creation of University divisions helped unite some of these separate powers. But the junior college did not then, and does not now, have the same administrative problem. Except for the custom of the past thirty-five years, there is no reason why a realignment of departments would not be possible--and it might be advantageous to the curriculum. For example, were a natural sciences curriculum to be established, there would be no need to separate in two departments biology and physical science. Or if, as occurs at some schools, a curriculum in civilization and culture were to be established, the separation of the social science and humanities departments might be unnecessary.

Unlike the University and its more elaborate administrative organization--so designed to accommodate students for graduate as well as undergraduate study--the CCC with its limitation to two years can more resiliently arrange its administrative structure to meet its curricular functions. The general education administrative structure should be arranged to reflect the greatest breadth of vision of general education.

While the focus here so far has been chiefly on the sciences as possibly supplying a too narrow general education, within the humanities also it is now possible for the student to discover himself being too narrowly educated. Since 1945 there has been a nationwide effort by many liberal arts colleges to broaden the vision of humanities beyond the horizons of Western civilization to world civilization. While the chief argument for doing so is political, there is also a genuine basis in general education. The political argument is that since the United States has become internationally recognized as one of the foremost world powers, its young citizens should have familiarity with the world civilizations. But even before this argument became as cogent as it did following World War II, there were humanists who felt that the focus of humanities courses almost solely on European and North American civilizations was too parochial and circumscribed for a true vision of human development. Even among those humanists who acknowledge that some of the forces of Western civilization are now predominant throughout the world, some believe one could not fully realize the force of these without some awareness of the differences and interconnections with other world cultural forces.

The main argument for such a movement has been to make students more intelligently aware that despite its importance, Western civilization has its important cultural counterparts in the past as well as the present. Asian, African, Latin American cultures--both past and present--are also parts of world development, and as informed American citizens college students should have some knowledge of those areas, their history and culture. Yet our current humanities courses in the CCC are taught with attention almost solely given to isolated aspects of artistic phenomena derived from Western civilization, a practice considered by some humanities experts to be myopic and provincial in the light of present world conditions. Today a humanities student cannot be considered generally or humanely educated if he remains ignorant of all but a few artistic developments of his own civilization.

The social scientists have often been less parochial than their humanities colleagues. They have usually stressed cultural differences and often examined one or more cultures than our own. Still, the social science curriculum(s) could be improved by more emphasis on a more intensive goal of world understanding. Perhaps a grêater awareness of world development could be achieved by a joint effort of social science and humanities teachers in the development of a single general education course with some such title as "World Civilization" or simply "Civilization." Such a course, employing the history of mankind as a coherent basis, might make more meaningful [illegible] the sociological, economic, and cultural aspects of human development.

The details and organization of such science and civilization general education courses would naturally have to be worked out by those teachers who are responsible for them. The main point of this study is that very possibly much could be done to extend the breadth of vision in the general education courses if administrative changes were effected and if the faculties concerned could adjust their sights to broader vistas. The general education courses might then become even more truly general. Rather than focusing on fragmented aspects of our own civilization, our students might gain a more coherent sense of all human, natural and scientific development.

Appendix II of this study is a sample plan which might be used as a basis for discussion for improved general education courses in science and civilization.

5. More depth in some aspects of some courses. A common complaint of CCC faculty members is that given the limited experience of our average students it is difficult to transmit some of the more complex aspects of general education to them. Not enough has been done by the general education faculties to isolate these more complex aspects and to discover means to make them clear. Perhaps at no single point is a greater centralization of general education courses more pertinent than in solving this problem. If the particularly difficult aspects can be isolated, they can better be overcome through all-CCC effort than through efforts within single campus departments. When it is remembered that 75,000 students may be the potential enrollment of the CCC in the future, the general education faculty should be aware that

more can be done for these students if we work in concert rather than as separate campus faculties and separate departmental faculties within each campus. Results of teaching research should be published city-wide. City-wide committees should be attacking common problems in the curriculum so that the entire faculty may profit from improvements. Certainly we should be more resourceful if we combine all the teaching talents of the entire CCC faculty than if we isolate ourselves.

The potential size of our enrollment is argument for the development of some of the more expensive means of educational improvement--most notably, perhaps, films--to be used to cover more quickly and effectively those aspects of general education which average students at present have difficulty grasping. The new educational technology might be employed for some aspects of general education--problem solving, drill in mechanics of writing, film demonstrations of experiments and scientific principles, etc. While some of this technology has been employed in remedial areas, while films are common fare in some general education courses, still even more effort could be made to acquire specific, specialized means and methods which would improve our particular general education courses. Many of the educational devices now being developed have the potential for supplying in depth those aspects of general education which cannot be easily presented in the regular classroom without spending too much time and elaborate explanation.

But not merely does the potential size of our student body speak for the need of improved research in general education--so also does the nature of our faculty. We pay lip service to the excellence of our faculty--a group who by the nature of the junior college devote their lives to teaching the first two years of college and providing thereby an excellence in teaching which often is lacking in universities, where research often distracts elder teachers from pedagogy and where often much of the early college teaching is performed by young and less experienced teachers. While we pay lip service to our CCC teaching excellence, we have not always employed our talents for our common benefit. While we have done a nationally recognized job of supplying canned education through TV-College, we have done all too little experimentation to improve education *in* the classroom.

In a short time it will be possible to supply films for individual television receivers. Rather than having such films repeat an old lecture, which is the method of TV-College at present, such films could focus graphically on the difficult aspects of general education, increasing student comprehension. Because each TV receiver could be programmed at the discretion of the individual teacher, the occasional films could be paced to meet the needs of the particular class. But such use of the TV receiver requires faculty co-operation soon in selecting and developing appropriate film material.

Unless we are busy developing such education resources for our general education courses, the time may come when we reach the limits of tax appropriations and are forced to serve our students with the mass "canned" educational programs supplied by TV-College. Our Union contract already contains the first provisions, a step in the direction of mass classes. To avoid actual development of such classes in the future, we should be thinking and working now to make even more efficient and effective the work in the individual classroom. And TV-College should not be averse to helping develop film resources for the individual classroom, since such units of filmed materials could be added to their courses as well.

6. More class time to achieve these objectives. Whenever changes or improvements in the general education program are suggested, some faculty members complain that there is not enough time to teach what they are already teaching. While some classroom economy might be achieved by the use of pertinent filmed material and by placing drill and background material in the audio-visual section of the library, the argument for increased classroom time is a justifiable one. With the tremendous increase of scientific knowledge, each year the conscientious science teacher finds himself more frustrated and unhappy with the time limits of his course. Both the social science and humanities teachers argue that there is insufficient time to supply a broader human perspective. Each of the general education courses might be increased

from a three-hour to a four-hour course. Such an increase would no longer be as difficult to program under the twelve-hour load as it once was under the fifteen-hour load.

Conclusion. We believe the recommendations preceding this study (page i) if considered and achieved could stimulate new, more unified curricula for the general education core. Cooperation of all-faculty committees on a common curriculum could provide more meaningful and coherent general education courses. If sub-committees of joint social science and humanities representatives raised new questions and developed new perspectives for a civilization course and a similar committee of biologists and physical scientists developed a unified course in science, the CCC would be renovating general education--opening new horizons for teaching it. As a faculty, we could all become more generally educated in the process--and it is to general education that most of us are devoting our lives.

In the thirty years since general education was started in the CCC, we have moved into a one-world, space-age, scientifically oriented, technological society; we have lost sense of many of our cultural and humane values. While our core courses have altered with the times, their initial fourfold--or fivefold, if English is included--nature has become more arbitrary, artificial, and dated. As R. Buckminster Fuller said some years ago in a Saturday Review article, "All educational systems from now on must forsake specialization and cultivate powerful generalization." (August 29, 1964). We began our generalizing thirty years ago, far in advance of most colleges; we should now be leading the way again with new formations akin to modern developments of knowledge.

We believe the recommendations presented at the beginning of this paper would better help us to create general courses which make even clearer than our present ones the essential information about past, present, and future so that our students would have greater awareness of their human and scientific heritage, its potentialities, limitations, and dangers.

APPENDIX I: For and against Common General Education courses in the CCC

	AGAINST		FOR
1.	Difficulty of reaching agreement among large and diverse GE faculties remote from each other.	1	Geographical difficulties should be overcome; discussion toward reaching consensus valuable; continuing city-wide dialogue about GE stimulates reform and updating.
2.	Differing student populations from campus to campus require differing GE curricula at each campus.	2.	Despite student differences of ability and background, GE is general and valuable--and all students should have the best of it that they can get.
3.	Local campus determination of GE curriculum easier, more convenient for faculty and more pleasing to them.	3.	Faculty convenience should not be main criteria for curricular choice; common course objectives and students' intellectual welfare are prior.
4.	GE Course experimentation hampered by all-campus control of GE curriculum.	4.	Inter-campus co-operation in GE curriculum could produce teaching aides--texts, films, etc.--less likely to be achieved by a single campus.
5.	The junior college sections of Master Plan and the Nobth Central Accrediting Association stress adapting curricula to local conditions; therefore local campuses should adjust own curricula.	5.	Master Plan and North Central are not really referring to GE and transfer courses--all of which must be kept at college quality--but to terminal and technical programs.
6.	Common examinations for all GE courses rigidify instruction and curriculum too much.	6.	Common examinations provide common measure of students taking course; if course aims at all campuses are the same, common examinations reflecting those aims should not be considered as 'rigidifying' instruction but rather as testing student achievement of those aims.
7.	Common examinations tend to repeat examination sections from year to year.	7.	A common well supervised examination can have more people concerned with creating it; more change can be made even more easily from one exam to another.

Appendix II: Suggestions for New General Education Core Courses

A. General aims of new core courses:

1. Nature and Science. This two-year, 4-class-hour course should be designed to provide the student with a coherent understanding of the physical and animate aspects of the universe together with an understanding of men's scientific and mathematical methods of coming to know these aspects.

2. Civilization and Man. This two year, 4-class-hour course should be designed to provide a coherent sense of man's social, cultural and artistic development, highlighting the principles of that development from pre-historic societies to modern civilizations.

3. Language. This one-year, 3-class-hour course should be designed to provide awareness of the importance of language to men, understanding of the nature and main purposes of language, knowledge of significant expressions in language, and skill and practice in various language forms.

B. Suggestions for the design of the core courses.

As this subtitle states, the following are suggestions, not prescriptions. Those more familiar with the subject areas could be more inventive, skillful, and knowledgable in the design of such new courses. The suggestions here are intended as a basis for designs far better than these.

1. Nature and Science. The first year of this course might begin centering the student's attention on the largest aspects of our universe--the nature of space, galazies, our galaxy, together with the conflicting hypotheses of the universe. After consideration of the natures of stars and solar energy, our solar system could then be considered--the natures of our sun and its planets, their principles of movement and the hypotheses of the formation of our solar system.

After this unit on astronomy and basic space physics, the student could be introduced in more detail to the nature of his own planet--evolutionary theories of earth development, geological change and resultant chemical and mineral evolutions. Physical principles of matter, force, energy, etc. could follow naturally after solar energy and geologic change. Chemical properties and "inner" nature of matter could occur after physical properties.

Applications of physical and chemical principles could be demonstrated in earth and air--minerology and meteorology--and the dynamism of mineral development and earth-change.

A consideration of the less visible aspects of earth and universe is in order once the most important properties and dynamic aspects of physics and chemistry have been considered: the nature of energy, matter, magnetism, electricity, radio-activity, nuclear physics, etc.--and the theories applicable to these.

A unit concerning numbers and measurement could be next to last topic in this first-year course. The most essential principles of mathematics and their applicability to understanding nature should be made clear.

After these general considerations of this earth and universe, together with mathematical principles of measurement, a final unit should be a re-statement of the methods of scientific investigation applicable to all physical studies and significant particular methods applicable to particular physical studies. This unit could survey the main subjects in the course--astronomy, physics, chemistry, geology, etc.--providing fuller knowledge of the techniques of science used in discovering physical knowledge of the universe. Thus the unit would provide course review at the same time that it focussed on scientific methods. It would leave the student at the borders of new discoveries in physical science.

Pedagogical principles involved: 1) Whenever possible, chronological order for a historical sense of the evolving universe; 2) larger to smaller--the more easily perceived to the unseeable; 3) more important to less important: based on the question of what a general student should know in contrast to special knowledge; 4) transitions from unit to unit should be explained and reasons given for the order of units in the course to avoid fragmentary units in the student's mind.

Nature and Science - Second year. This course focusses on animate aspects of the world, on principles of living existence and of how we know those principles. Also employing the pedagogical principles stated above, the course could begin with animal evolution and theories of beginning life. Because evolutionary chronology was generally from smaller to larger, the above-mentioned principle in (2) should be reversed

A second unit after evolutionary principles should study the biology of man--his mental and emotional physiology; the nature of health and disease with prime causes of disease, nature of cellular distortion, etc.

Biologic effects of varying environments could be considered next and their influences on both man and animals.

Aquatic life with recent knowledge of marine depths should be considered.

The results of micro-biology could be developed.

As with first-year science a final unit could re-capitulate principles underlying animal and human development, the genetic nature of both, the methods employed in making biologic discoveries, and the most recent borders of significant biologic inquiry.

N.b. - The above suggestions might provide interim courses. Once the preliminary course was underway, the merged biology-physical science faculty would be able to fuse and re-align principles into a truly general course where similar scientic principles applicable to general science rather than merely biologic or physical might emerge. The course might then be designed without regard for biologic or physical grouping--and the science faculty would then be teaching a truly general science course, employing data and examples from either former subject area as course presentation required.

Civilization and Man. The first year of this course could emphasize varieties of human society and their dependence on geography, societal organization, beliefs, and human accomplishments. It could be shown how varying conditions and human effort have created varying civilizations. As with the general science course, rough chronology could be maintained in an effort to provide a sense of human development, the rise and fall of civilizations and governments, the cultural survival of older, more "primitive" ways of life, a global sense of man's cultural evolution (and "devolution").

The course could begin with an anthropology unit in which pre-historic societies are considered, with attention paid to methods of recovery of information about early peoples. This unit would then link up with evolutionary development of earth, animals, and man in the Natural Science course. The unit should make the student aware of the slowness of early development and the varieties of early societal development--nomadism, hunting societies, agrarianism, etc. Some attention to archaelogical methods of recovery would link with the Science course.

A unit of ancient world history could follow--enough to give student a time sense of ancient spread of mankind across the continents. Both early occidental and oriental civilizations should be touched on, with general attention to governmental structures, the religious, philosophical, and other contributions of these peoples. The unit could end with particular considerations of societies of Babylon, Egypt, and Israel.

A separate unit could be devoted to Greece and Rome and the foundations of Western civilization up to the decline of Rome and rise of Byzantine-Roman churches.

A unit on the Renaissance and its stimulating cultural and scientific beginnings, discovery of America and brief pre-American history, incipient democratization of England, religious revolts and conquest and colonization of the Americas.

A unit on philosophic bases for American democracy, French Revolution, Spanish development in Latin America and early 19th century South American revolts.

A unit on the Industrial Revolution, with a brief contrast of oriental civilizations in India, China, Japan. Henry Adams' vision of a developing physical force as a compelling cultural force should be developed--both its beneficial and demonic aspects--down to modern technology and Russian-Western industrial power and the developing Far Eastern powers. The decline of 19th century colonial powers and emergence of Africa.

A final unit on methods of social science--archaeological, sociological,statistical, philosophical, etc.

Civilization and Man. This second year of the course should focus more fully on products of human endeavor: various architectures, purposes of early art objects, development of musics, religions, philosophies,with appropriate examples.

Aristotelian artistic theory should be relegated to one unit as one method of surveying art objects. Some emphasis should be placed on such objects as cultural manifestations to correlate with first year of this course. Some sense of historic progression should also be provided.

N.b. - Ultimately with greater co-operation between original Social Science and Humanities faculties a single two-year course should emerge, one taught and thought by specialists in both fields whose cultural horizons have broadened far enough to provide a humanistic, historical sense of man's varied development. As with the two years of Natural Science, both years of Civilization and Man should leave students in the present, at the borders of new social and humanistic knowledge.

3. Language. In accordance with chronological aspects of Science and Civilization courses, a unit could be devoted to a general view of language development historically, the variety of language, its later nationality, Western languages with brief significant examples explicating differing purposes, English and its historical development briefly with word change, pronunciation

development, class language distinctions, American English, varieties of American speech--localisms, colloquialisms, formal and informal--with special attention to jargon, illiteracies, socially differing language patterns; with emphasis on appropriateness to place, person, speaker, etc. Throughout, written assignments, some from personal language experience, some exploratory of language problems, some on essay exams, etc. Course could end with excellent examples of American language.

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TOWARD A MORE GENERAL CCC GENERAL EDUCATION PROGRAM

RECOMMENDATIONS

As a result of the following study, the authors of it make the following recommendations:

Planning Conference

1. That the Vice-Chancellor of Academic Affairs submit to the Chicago City College Faculty Council a modus operandi for reviewing the general education curriculum.

2. That the Faculty Council curriculum committee (Committee A) amend and approve such modus operandi for submission to the Council and that, after its own revisions, the Council submit the plan to the faculty for referendum.

3. Then if such modus operandi is established, it consider, along with any other deliberations, the following topics:

    a. The means of achieving greater coherence within the general education courses as well as among them.

    b. The possibility of re-designing general education courses with greater historical perspective.

    c. The possibility of re-aligning departmental structure to reflect a more co-ordinated general education program, particularly to incorporate mathematics in the general education courses and to consider fusion of the science departments for better course co-ordination and fusion of humanities and social science departments for a world civilization course.

    d. The means for establishing more effective teaching aids for the general education courses--new films, closed circuit TV, all-CCC texts, syllabi, etc.

    e. The educational value of increasing general education courses from three-credit hours to four-credit hours.

.5. Occupational Education

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MASTER PLAN
OCCUPATIONAL EDUCATION IN CHICAGO CITY COLLEGE

I. BACKGROUND

Ten years ago, in 1958, there were virtually no occupational education programs in the Chicago City College with the possible exception of the clerical and secretarial programs, and even these were regarded by many faculty as more appropriate to the high school. The educational program was dominated by the two-year transfer-oriented liberal arts and pre-professional programs modeled on the first two years of senior institutions of higher education. Chicago City College students in 1958, roughly half the number of today, had no real alternatives to enrolling in transfer-oriented programs based on the assumption that all junior college students would go on to senior institutions and should receive their general education and an Associate in Arts Degree in the junior college.

Within the past 10 years there have been major shifts in the educational program of the Chicago City College with the objective of better matching educational offerings with the great variety of student abilities and interests coming through our wide open doors. At the same time the Chicago City College has sought to adapt the educational program to the many rapid changes occuring in the social and economic life of our society.

Among the influences making for change in the Chicago City College educational program are the following:

A. Increasing Sophistication of Business and Industrial Technology:
The increasing requirement of modern jobs for more mental and less manipulative skills has mandated educational preparation beyond the high school to match the complexities of automation and computer technology. The engineering technician of today, for example, needs education and training comparable to the engineer of 20 years ago. Simultaneously the rapid decline of demand for unskilled labor has placed an increasing responsibility on the schools to provide job training and career opportunities for the disadvantaged who characteristically have depended on jobs requiring little special preparation.

B. Growth of Team Concept:
The traditional professionals no longer perform in isolation but in cooperation with specialized sub-professionals. The engineer works with the engineering aide, the surgeon with a team including operating room technicians, and the dentist with his chairside assistant, dental hygienist, dental laboratory technician, and office assistant. Increasingly the education and training of these aides, assistants, technicians and sub-professional team members has become part of the basic responsibility of post-secondary education.

C. Inadequate Graduates:
Increasing concern has been expressed within the Chicago City College about the fact that two-thirds of our students indicate their intention to continue education beyond the junior college yet only about 15% of that number will actually do so. The discrepancy between our

open door admissions policy and our narrow educational program emphasizing preparation for senior college has meant that many needs and interest have not been served, or worse, that many have entered the Chicago City College with failure a virtual certainty. There is an obvious need for alternative education programs for those who do not want, or perhaps should not want, to enter transfer programs.

D. Changing Emphasis in Objectives:
Along with the increasing concern for the failure of many students to complete the Chicago City College programs there has emerged a growing conviction, shared by junior colleges throughout the country, that for a large percentage of our students the preparation for a job which is personally satisfying as well as useful to society is as important in the development of personal adequacy and civic competence as our formal courses in psychology and government.

E. Legislative Mandate:
The separation of the Chicago City College from the Chicago Board of Education in 1966 provided an impetus for curriculum change and the Public Junior College Act of 1965 insured that the direction of change would be toward comprehensiveness by requiring a minimum of 15% of course offerings in the occupational areas.

F. Federal Funding for Occupational Education:
The national need for trained and educated young men and women to fill the job needs of a rapidly changing technology and an increasingly service-oriented economy has been recognized in the succession of Federal legislation highlighted by the National Defense Act of 1958 and the Vocational Education Act of 1963. The latter has been expanded broadly by significant amendments of 1968. The financing available through Federal sources has not only hastened the development of occupational education but has been indispensable in both the inception and the continued existence of occupational programs.

II. MAJOR CHICAGO CITY COLLEGE DEVELOPMENTS IN OCCUPATIONAL EDUCATION

In response to the many influences of the past 10 years, certain major developments have occurred marking the diversification of the Chicago City College educational programs along occupational lines. In 1959 the Southeast Campus established laboratories and programs in electronics, mechanical technology, instrumentation, and industrial chemistry to become the initial center for engineering technologies. Subsequently electronics and mechanical technology were expanded to the Wright Campus. In 1963 the Amundsen-Mayfair Campus established the first two-year associate degree program in nursing education. In rapid succession the Wilson Campus developed the Human Services Institute with programs in child development and social service, accompanied by day care centers in the heart of the ghetto communities. The same campus pioneered vocational programs in automotive technology, air conditioning and transportation. Subsequently work experience was coupled to classroom teaching to provide new curricula in retailing, ornamental horticulture and drafting technology. The advantageous location of the Loop Campus fostered rapid development in data processing and work experience programs in retailing and accounting. A close working relationship with the Chicago

Civil Service Commission resulted in the establishment of the Public Service Institute designed as a part of the Loop Campus committed to offer pre-service and continuing education programs for government employees. More recently the Crane Campus, in cooperation with the hospitals of the west side of Chicago, has developed an Allied Health Program offering twelve 28-week programs of basic education and on-the-job training at the aide level. On top of this broad base of short-term skill training, the Crane Campus is developing a second layer of one and two-year health programs in such areas as inhalation therapy, operating room technology and radiology. Most recently the Chicago City College, in cooperation with the Mayor's Committee on Economic and Cultural Development, has accepted responsibility for a Job Skill Center to train hard-core unemployed for job opportunities expected in the vast industrial renewal project being developed in the old Stock Yards area.

Guided by these major developments within the past 10 years, the perimeters have been established for the Chicago City College occupational education programs. Consider these particulars:

A. Quantitative:
  1. 62 different occupational programs, ranging from a few courses to full two-year associate degree offerings, are now available among the eight campuses of the Chicago City College.

  2. Occupational programs currently enroll over 7000 students, representing roughly 20% of the 36,000 students in the Chicago City College. A more detailed breakdown indicates that 17.5% of all full time students are in occupational education, while 20.6% of part-time students are so enrolled.

  3. Approximately 22% of all courses offered among the campuses are occupational. This figure is based on a conservative definition of occupational courses but is nevertheless well beyond the legislative requirement that 15% of all courses must be in occupational fields.

B. Breadth:
  1. Substantial development has been made of representative programs in each of the four major areas of community college occupational programs:

     Engineering and Industrial
     Business, Secretarial, Data Processing
     Health
     Public and Social Service

  2. Although most program development has been intra-campus, a substantial network of inter-campus occupational programs is growing. Nursing, data processing, electronics, mechanical technology, law enforcement and child development are prominent examples of full-time preparatory programs that are offered in more than one campus. City-wide advisory committees are established in nursing and in data processing.

C. Depth:

1. Although the great bulk of occupational offerings are two-year associate degree programs, there are beginning experiments with shorter modules or clusters of courses designed for certificate programs. Four-course modules, now approved by data processing faculty of five campuses, permit students who are unable or unwilling to complete a full two-year program to finish a sequence of skill courses and receive a certificate.

2. Programs of varying rigor and sophistication are currently being developed to permit vertical as well as lateral mobility for students with appropriate motivation, aptitudes and skills. Inhalation therapy aides completing a 28-week combination of academics and on-the-job training may qualify for a full two-year program to become inhalation therapists. A data processing programmer trainee completing a four-course certificate program may continue on a part-time or full-time basis to complete a full two-year programmer offering.

3. Broad occupational offerings designed to cover a general occupational area are complemented by more specialized courses and programs designed for particular industries or agencies. The Public Service Institute gears offerings to needs of government employees in city, county and state offices. Sheet metal drafting is offered for the heating and ventilating industry, and paint technology for the coatings industry.

4. While the majority of occupational courses and programs are classroom based, an increasing number provide more realistic job preparation through some work experience. The Allied Health programs at Crane Campus, supermarket management at Wilson Campus, accounting and computing at Loop Campus, office occupations at Mayfair Campus, prosthetics at Southeast Campus, and mechanical technology at Wright Campus, are examples of cooperative programs providing realistic work experience as a complement to classroom academics.

5. Concern for the unique urban problems of hard-core unemployed and the responsibility of the Chicago City College in that area has been recognized not only in the Allied Health programs at Crane Campus, but in programs in key punch training at Loop, and lettering and tracing at Wilson Campus. Both have been offered in cooperation with the Cook County Public Aid Department to provide basic education and job skills for public aid recipients. On a much larger scale the projected Job Skill Center will provide similar programs as part of an economical development program for an entire south side area of Chicago.

III. FACTORS TO CONSIDER

Such is the history and present state of occupational education in the Chicago City College. Many gains have been accomplished and many mistakes have been made. It is important to preserve the gains, profit from the mistakes, and establish the most promising direction for the future. One important factor to consider for the present and the future is:

A. Employment Trends:

1. Metropolitan Chicago provides as broad a range of job opportunities as the most mobile Chicago City College student might encounter. Some general characteristics of Chicagoland jobs bear directly on the development of new occupational education programs and the retention or alteration of existing ones. Chicago is the number one city in the nation in steel manufacutring and processing, transportation, trade and marketing, communications equipment manufacturing, and a significant group of miscellaneous industries. Specific industries within each of these five major categories are indicated below:

   a. Steel Manufacturing and Processing
      Steel Production
      Metal Products Manufacturing
      Industrial Machinery Manufacturing
      Household Appliance Manufacturing
      Wire Products
      Tool and Die Making
      Machine Shops
      Metal Can Manufacturing
      Metal Plating and Coating
      Screws and Bolts

   b. Transportation
      Railroads
      Motor Transports
      Ships and Barges
      Airlines

   c. Trade and Marketing
      Foreign Exports
      Mail Order
      Business Forms
      Conventions
      Furniture Marketing
      Office Machines

   d. Communications and Equipment Manufacturing
      Radio and TV
      Telephone Equipment

e. Miscellaneous Industries
   - Commercial Printing
   - Musical Instruments and Parts
   - Petroleum and By-Products
   - Meat Products
   - Canned and Frozen Foods
   - Candy Manufacturing
   - Diesel Engines

2. The manufacturing emphasis seems to stand out in Chicago, but if one were to add health, welfare, and government employment to the list, the predominance of manufacturing would not be obvious. In fact the service occupations actually overshadow manufacturing if one looks at the projected long-range employment growth in services (trade, marketing, transportation, health, welfare, and government) as presented in Table I (See Page 7) compiled from a recent study by the Department of Business and Economic Development of the State of Illinois on employment trends in Illinois.

3. Among the service occupations certain areas indicate greater long-range need for new employees than others. The following Table II (See Page 7), adapted from the figures of the Department of Business and Economic Development of the State of Illinois, indicates certain areas for which priorities need to be established.

4. Table III (See Page 8) is typical of the regular reports available through the Illinois State Employment Service and indicates job classifications that are not only currently in substantial short supply but persistently so. Some indication of how these job openings fit in with present Chicago City College programs is noted in the Table.

5. The planning of programs in occupational education at the various campuses of Chicago City College may be enhanced by reference to the information made available in studies such as the survey of the number of employees by industrial classification reported in "Employed Workers Covered by the Illinois Compensation Act, 1955-1965," Chicago Research and Statistics Unit, Illinois State Employment Service. Table IV through X (See Pages 9-15) consists of a graphic presentation of the number of employees by industrial classification within a four mile commuting radius of each currently projected Chicago City College campus site. Such information may serve as a valuable guide in planning and developing new programs, and in developing cooperative work experience arrangements with employers in specific industrial categories found within commuting distance of a given campus.

Table I.

Employment Trends in Illinois

	1963	1980 Projected	Percentage Growth
Agriculture) Mining) Construction) Manufacturing)	1,613,500	1,764,000	9.3
Services)	2,207,400	3,815,000	71.3

The figures are somewhat misleading since agriculture, mining and construction are all declining industries. Manufacturing, if taken alone, would actually show a projected increase in employment of 23.9% by 1980. Nevertheless the major long-range opportunities still appear to be in the service industries. This is particularly true for the Chicago area where the increase in services employment is projected at 71% for 1980.

Table II.

Projected Growth in Employment in Services in Chicago Metropolitan Area

Service	New Employment by 1980	Percentage Increase over 1963
Medical and Dental Offices and Labs	87,050	421
Medical and Hospital Employees	348,064	329
Higher Education Faculty	18,122	241
Higher Education non-Faculty Employees	14,956	241
Local Government	86,752	104
Welfare and non-Profit Services	35,713	104
Legal, Engineering, Similar Professions	63,570	93
Business Services	71,750	92
State Government	6,640	90
Retailing	268,281	76
Consumer Service	59,659	46
Wholesaling	74,015	43
Transport-Highway, Rail, Water, Air	29,924	34
Insurance, Banking, Credit, Real Estate	44,100	28
Federal Government	13,947	24
Primary-Secondary Teachers	18,212	23
Physicians	1,461	15
Electric, Gas, and other utilities	3,534	11
Dentists	240	6
Communications, Telephone, Telegraph	-1,573	-17
Railroads	-14,375	-24

Priorities in the development of occupational education should probably be given to those particular service areas where employment needs are greatest and growing most rapidly. On this basis such areas as health, government, and retailing programs should be given priority consideration.

Table III

Unfilled Job Openings in Files of ISES for SMSA Plus Some Known Additions*

Intense Persistent Shortage

x Machinist
x Tool and Die Maker
x Aircraft and Engine Mechanic
xxx Cabinet Maker
xxx Wood Turning Lathe Operator
xxx Millman
xxx Woodowkring Machine Operator
xxx Surfacer (Optical Goods)
xxx Master Tailor
xxx Alterations Tailor
xxx Shop Tailor
xxx Sewing Machine Operator
xxx Taxi Driver
xx Civil Engineer
xx Mechanical Engineer
x Mechanical Draftsman
x Data Processing Programmer
x Counselor
xx Clinical Psychologist
x General Duty Nurse
x Caseworker
x Vocational Training Instructor
x Secretary
x Stenographer
x Clerk-typist
x Insurance Salesman
x Licensed Practical Nurse
xxx Nursemaid

Moderate Persistent Shortage

x Maintenance Machinist
x Screw Machine Set-up Operator
x Milling Machine Set-up Operator
x Engine-Lathe Set-up Operator
x Production Machine Operator
x Punch Press Operator
x Punch Press Set-up Man
x Automobile Mechanic
x Diesel Mechanic
xxx Bindery Worker
x Cylinder Pressman (Envelopes)
x Offset Pressman
x Webb Pressman
x Platen Pressman
x Television Repairman
x Upholsterer
x Automobile Body Repairman
x Maintenance Man (Factory)
x Silk Screen Printer
xxx Print Shop Helper
x Electronic Technician
xx Chemical Engineer
xx Industrial Engineer
x Social Worker
xx Pharmacist
x Nursing Instructor
x Medical Technologist
x Radiologic Technologist
x Social Welfare Administrator
xxx Shirt Presser

Key:

x Denotes job title is in one of the fields in which Chicago City College offers, or could offer, occupational education programs of two years duration or less to prepare persons for employment.

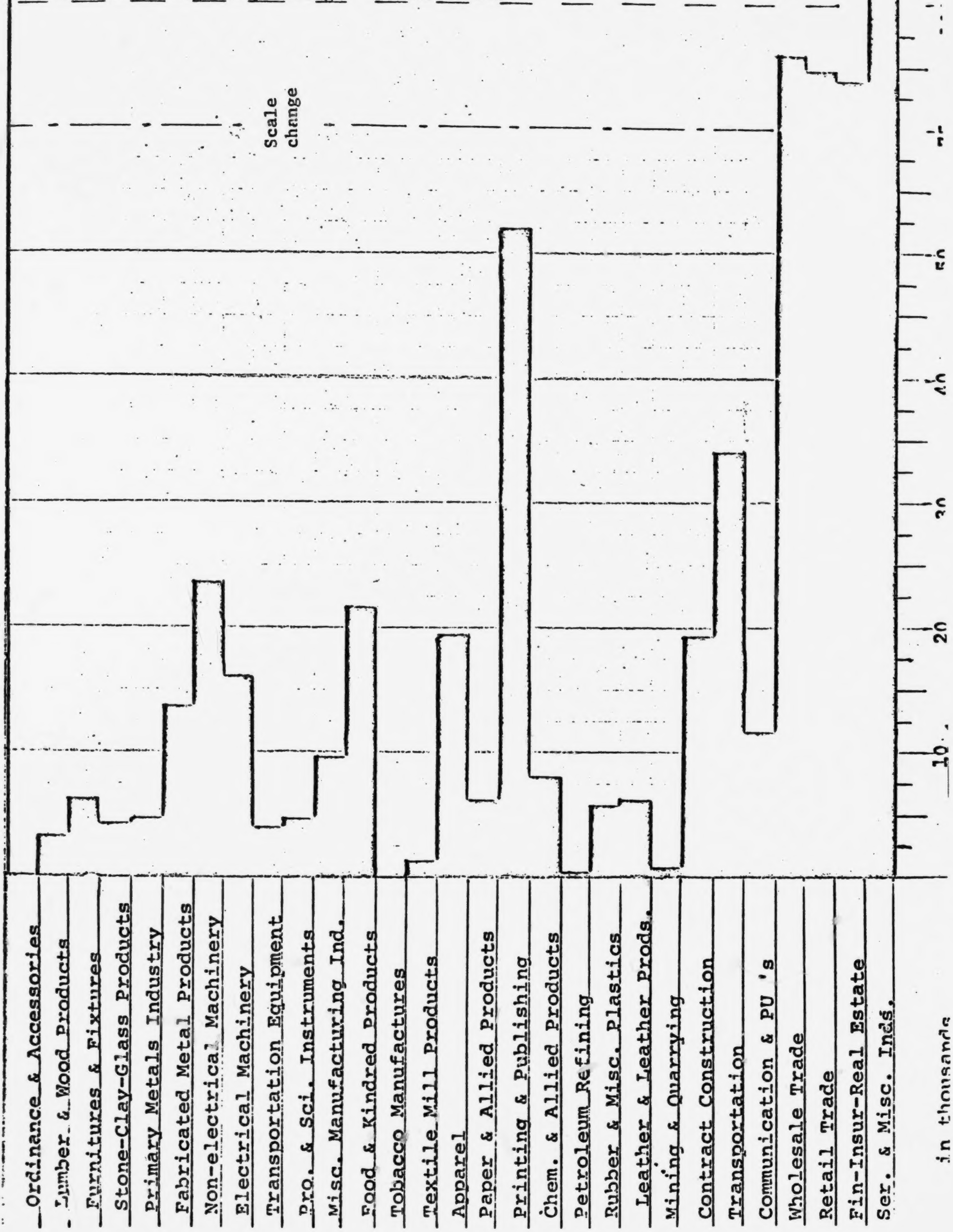
xx Denotes job title which requires more than two years of education, the first two of which are offered by Chicago City College.

xxx Denotes job title is not in one of the fields in which Chicago City College currently offers or plans to offer programs.

*Source: Area Manpower Review (September 1968), Chicago Standard Metropolitan Statistical Area, Illinois State Employment Service, Chicago, Illinois.

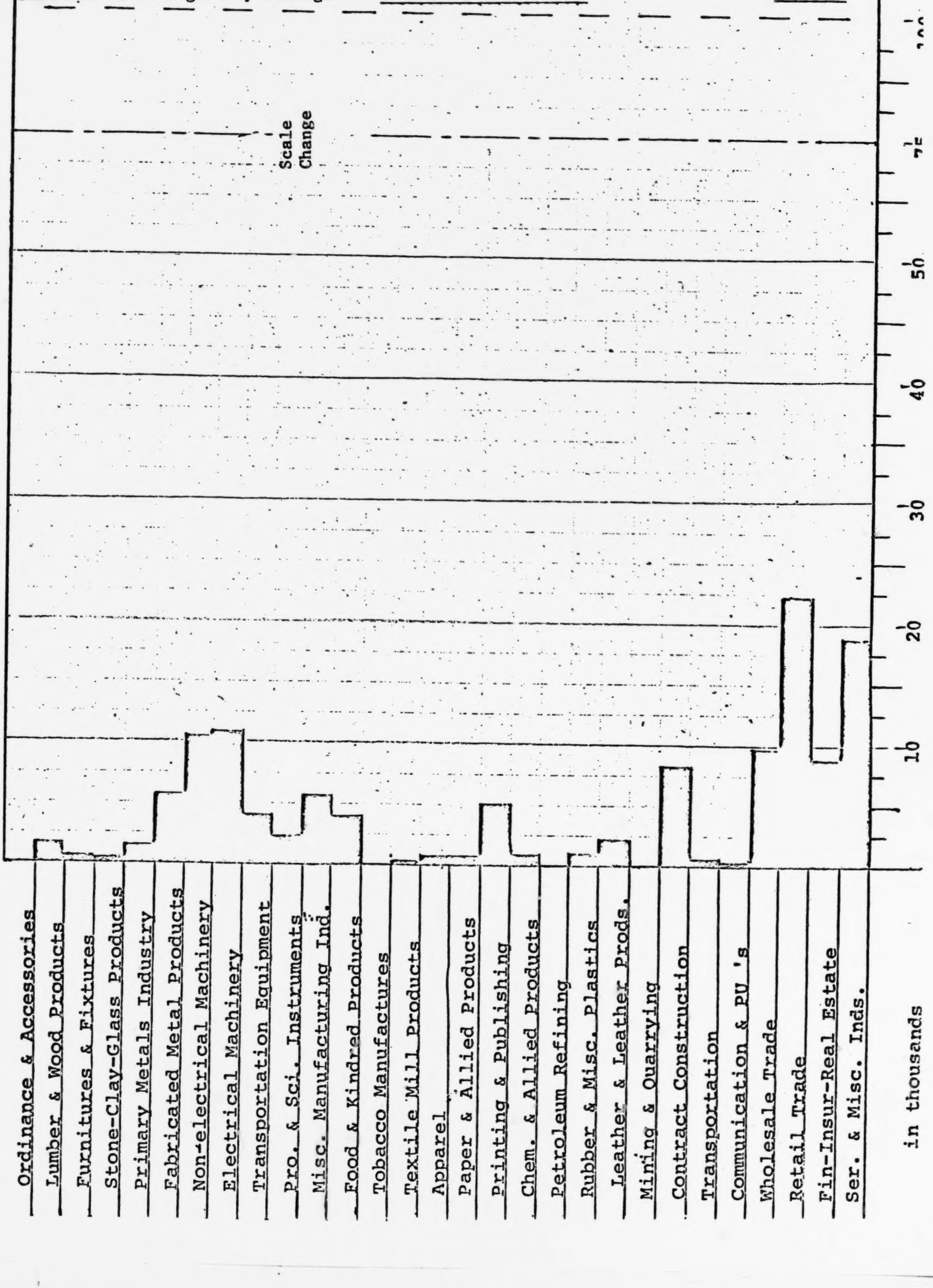
Number of Employees by Industrial Classification within Commuting Distance of Chicago City College - LOOP CAMPUS

TABLE IV



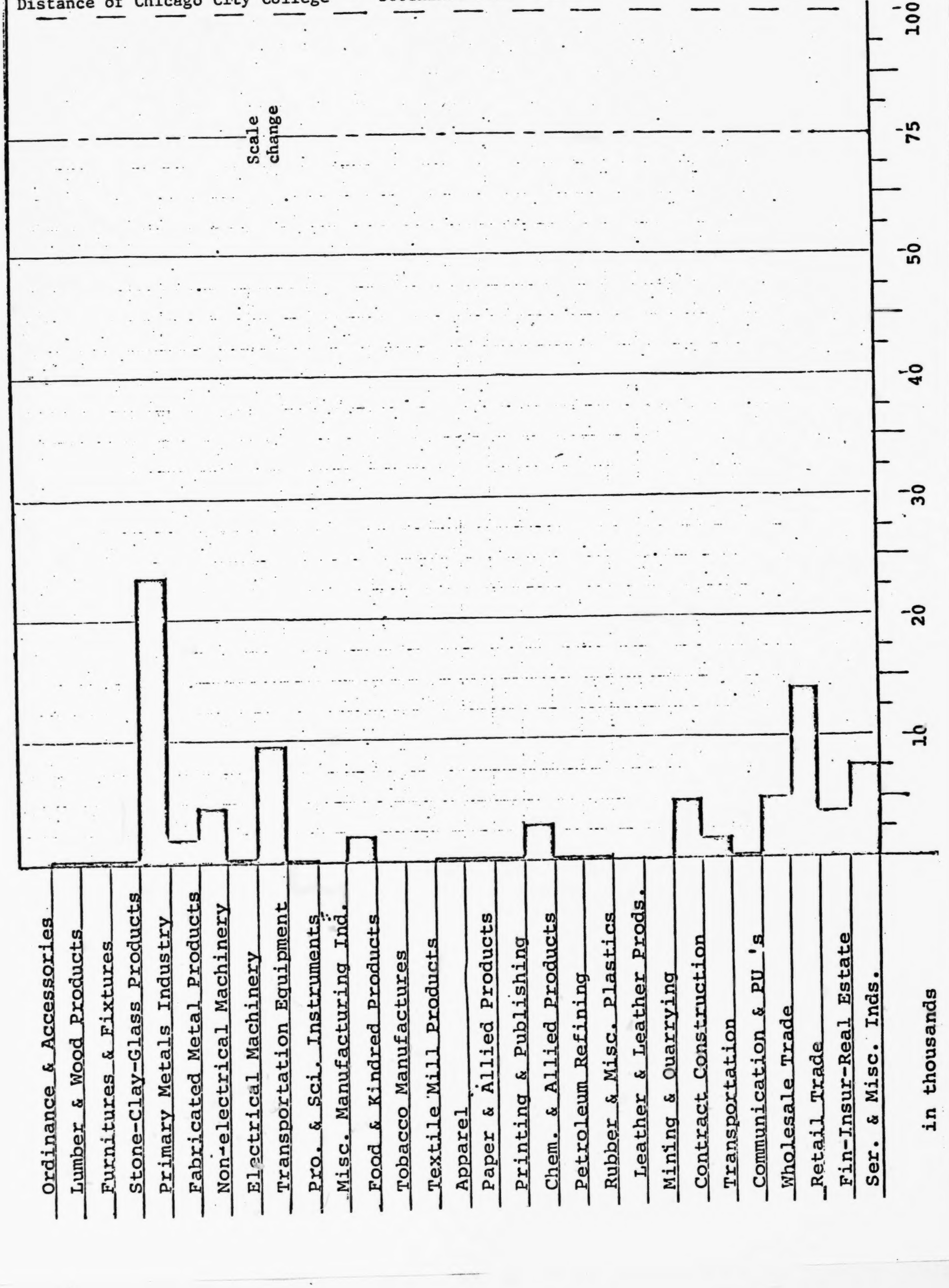
Number of Employees by Industrial Classification within Commuting Distance of Chicago City College - NORTHEAST SIDE CAMPUS

TABLE V



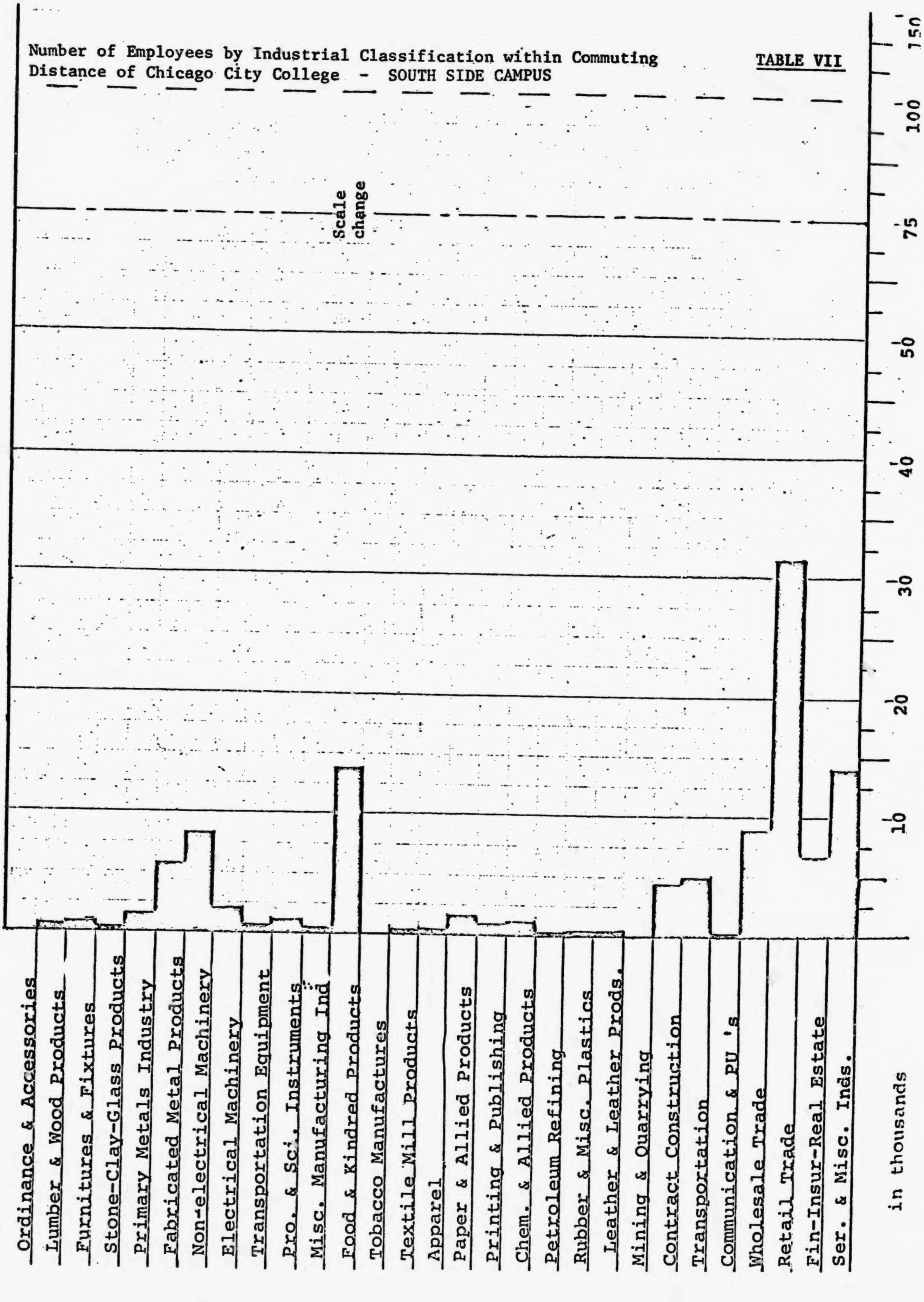
Number of Employees by Industrial Classification within Commuting Distance of Chicago City College - SOUTHEAST SIDE CAMPUS

TABLE VI



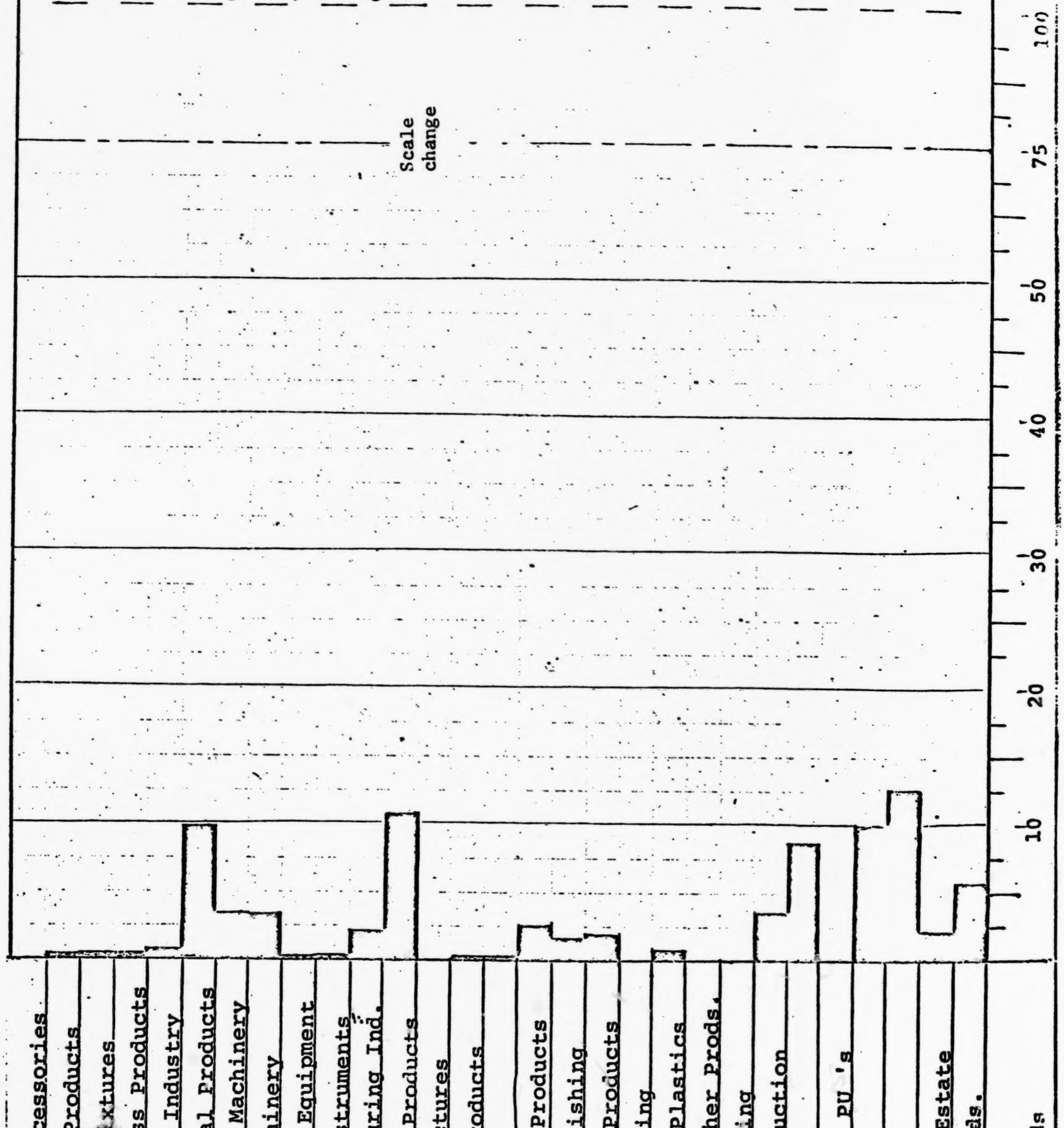
Number of Employees by Industrial Classification within Commuting Distance of Chicago City College - SOUTH SIDE CAMPUS

TABLE VII



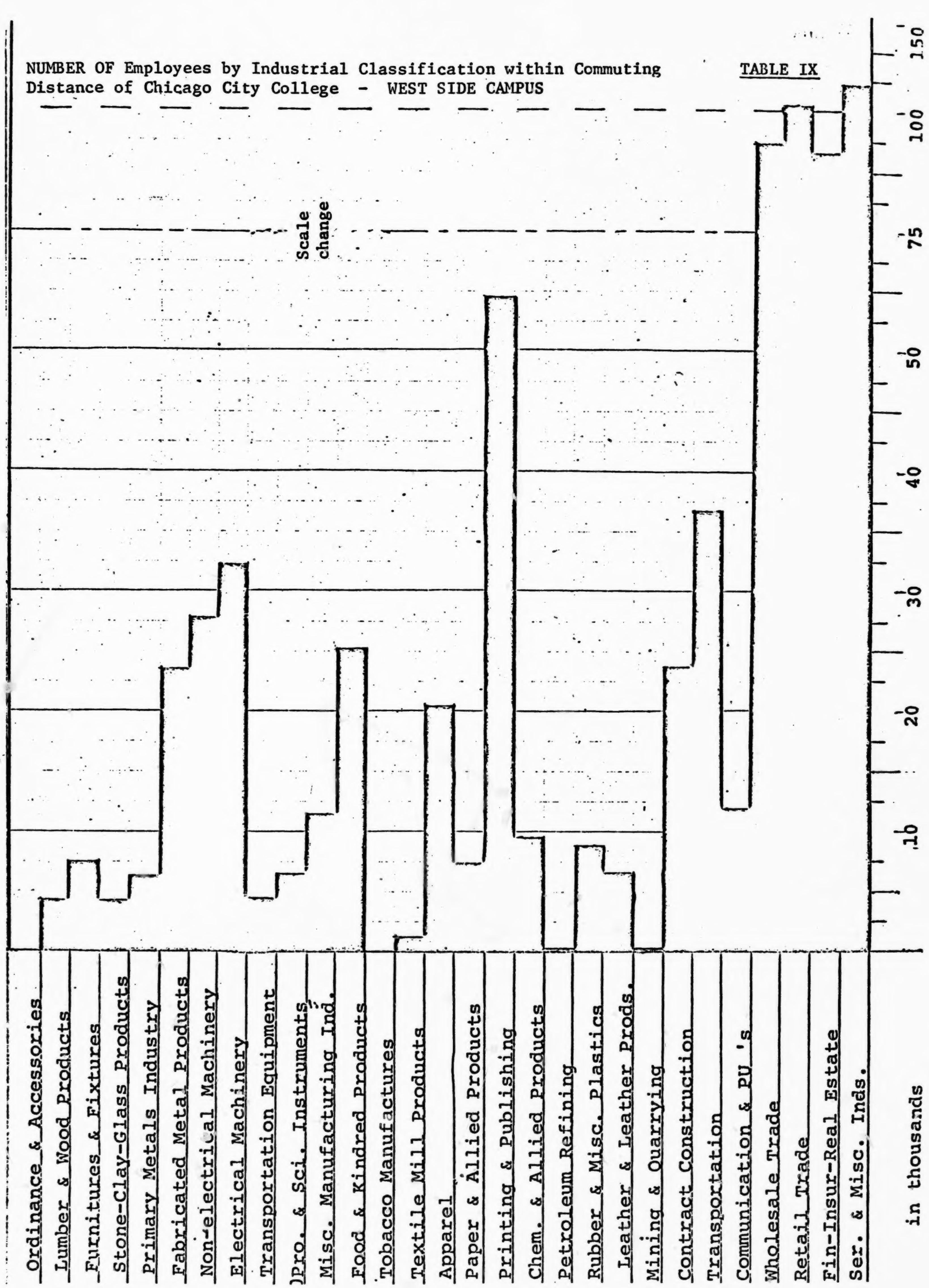
Number of Employees by Industrial Classification within Commuting Distance of Chicago City College - SOUTHWEST SIDE CAMPUS

TABLE VIII



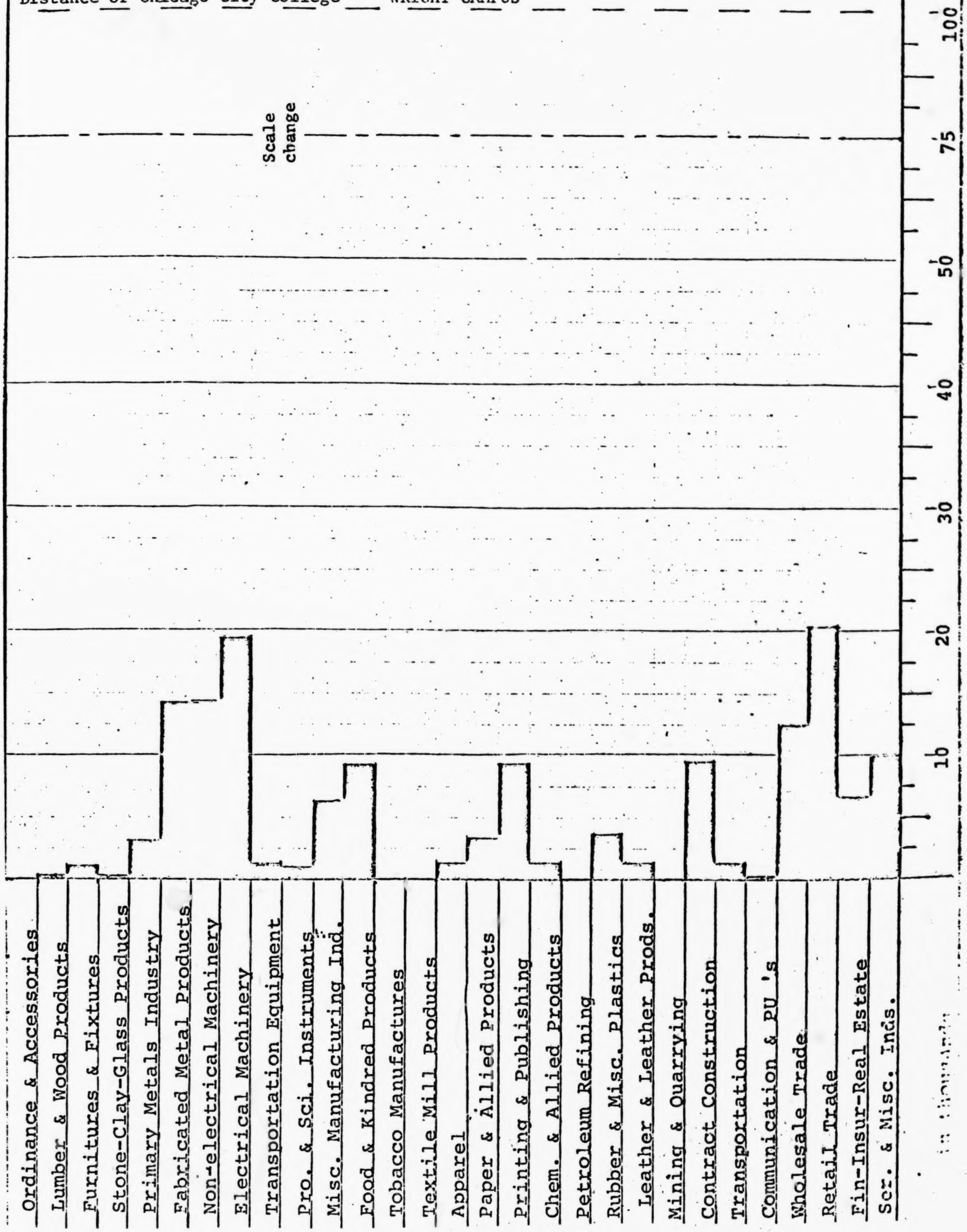
NUMBER OF Employees by Industrial Classification within Commuting Distance of Chicago City College - WEST SIDE CAMPUS

TABLE IX



Number of Employees by Industrial Classification within Commuting Distance of Chicago City College - WRIGHT CAMPUS

TABLE X



B. Ingredients for Improved Occupational Services to the Student and the Community:

1. The long range and short range employment needs of the Chicago area are not the only essentials in planning occupational education for the Chicago City College. The wide range of occupational opportunities available in the Chicago area is matched by the wide range and many levels of ability, interest, and motivation among Chicago City College students. Based on a substantial body of information about our students and on patterns emerging in similarly situated community colleges, the Chicago City College may wish to consider establishing a program pattern for occupational education covering:

    a. On-the-job training with teaching of the necessary life skills to prepare for job training, effective functioning as an individual and as a member of the community, and the development of manipulative skills.

    b. Small clusters or modules of courses leading to certificates, which would include the traditional one and two year formal programs including a balance of manipulative and theoretical skills.

    c. Heavily theoretical two-year associate degree programs leading to additional education in senior institutions, preprofessional engineering, teaching, etc.

    d. Continuing education for upgrading and retraining employed persons.

2. An essential ingredient of an effective occupational education program is the development and maintenance of discriminating admissions criteria for occupational programs as distinct from transfer and basic programs. It is also imperative to develop discriminating admissions criteria among the various kinds and levels of occupational education.

3. A continuous program of institutional research is essential to give specific information on the effectiveness of occupational programs including admissions criteria, instruction, and placement.

4. Information service for occupational programs is essential to communicate training and educational opportunities to potential students and the general public, and to develop a positive national image for Chicago City College occupational education.

5. The vocational guidance and placement function is an indispensable part of a program of occupational education.

6. A job placement service needs to be developed for each campus. It should be coordinated with the Illinois State Employment Service and the Office of Occupational Education, and should primarily service graduates of preparatory programs.

C. A Viable Structure for Administration of Occupational Education

1. A review and reconsideration of the administrative structure of occupational education in Chicago City College is essential for effective development of programs:

   a. The campus administrative structure for development of occupational education programs, although agreed upon in principle, is incomplete. In some campuses occupational administrators wear several hats; at least one does not have total responsibility for all programs. The range of titles for such occupational administrators include several varieties of deans, some assistant deans, and one administrative assistant.

   b. To complicate the problem some beginning effort has been made to establish inter-campus administration in certain occupational areas. This has already been done with the appointment of a campus-based coordinator of human services. Similar inter-campus administrative or supervisory appointments could possibly be made in such areas as public service, allied health, nursing, data processing, technical engineering, vocational-industrial, clerical and secretarial, marketing management, and accounting. Each of these areas could be designated as an inter-campus institute.

   c. A third factor in the situation is that the State Board of Vocational Education provides 50% reimbursement of salaries for occupational administrators but because of a difference in job titles, qualifications, and job descriptions, Chicago City College has not been able to qualify any of its occupational administrators in this category. The State defines a local director as roughly comparable to our deans of occupational education at individual campuses. We have not qualified any of our occupational administrators in this category. The State defines supervisor, reimbursable at 50%, as a person responsible for several programs within an occupational area, business, health, social service, or similar areas. It is imperative that the three patterns of administration be reconciled.

2. The concept of inter-campus institutes as indicated in item b above should be completed to provide maximum campus autonomy consistent with efficient service to the entire community of Chicago. Detailed operation of the inter-campus institute concept might be as follows:

   a. An institute is defined as an inter-campus educational unit offering groups of occupational education programs focusing on the preparation of personnel in discrete categories of skill development or employment goals.

   b. The underlying purpose of an institute is to provide more effective inter-campus educational services to the community in a given category of occupations than is possible with autonomous offerings on more than one campus within the same occupational category.

c. Occupational programs designed to prepare and upgrade personnel for positions in the fields of government service and human service are presently organized into administrative units identified respectively as the Public Services Institute and the Human Services Institute.

d. Examples of other categories of programs presently offered which could be considered for organization into institutes at the present time are the following:

    (1) Engineering Technology - Technical Education Institute

    (2) Health - Health Services Institute

    (3) Industrial Trades - Industrial Skills Institute

    (4) Business and Secretarial - Business Careers Institute

e. The basic criteria for establishment of an institute is that course or program offerings are on an inter-campus basis and of such magnitude as to require inter-campus supervision.

f. The overall administration of a given institute is based at one of the campuses designated to give leadership to a cluster or family of occupational education programs (Human Services Institute at Wilson Campus and Public Services Institute at Loop Campus).

g. An administrator (title of supervisor or director, depending on scope of responsibility) of an institute is assigned to articulation with outside interest groups, promotional efforts, inter-campus coordination, the processing of reimbursement claims, and maintenance of consistency in admission requirements and course content.

h. The administrator of an institute consults with the Coordinator of Occupational Education on matters pertaining to program planning and development, approval of programs by the Illinois Junior College Board and the State Board of Vocational Education, and program evaluation.

i. Operational arrangements at each campus are made by the administrator of the institute with the respective campus head or his designated representative, which in most cases shall be the campus dean of occupational education.

j. The director of an institute shall be advised by a city-wide council consisting of an employers' advisory committee and an inter-campus committee with representation from each campus offering, or planning to offer, courses or programs within the scope of the institute.

k. Faculty are recruited by the administrator of the institute, but are hired by the campus at which employed.

l. Each institute is provided with a budget, subject to the approval of the Coordinator of Occupational Education, to cover its operations, with provisions made for transfer of funds to given campuses in support of the operations of the institute.

m. The Coordinator of Occupational Education of the Central Office of Chicago City College delineates the scope of the operations of each institute and defines the scope of responsibility.

D. Financing of Occupational Programs:

There has been consistent financial support on the part of both the Central Administration and the campus administration to the expansion of occupational education programs. The generous outlay of Chicago City College funds has been matched by reimbursement under the Vocational Education Act which this year reached $542,000, an amount that exceeded anticipated reimbursement by $222,000. This is particularly gratifying in view of the fact that the rate of reimbursement this fiscal year was cut from 66 2/3% to 50% for the bulk of our claim. The painstaking efforts of many campus personnel who processed endless forms made the favorable showing possible.

In spite of the substantial progress made to date in financing occupational programs there are certain steps that should be considered to improve our efforts:

1. The completion of the administrative structure will help immeasurably to insure maximum supervision of the processes of state approval and reimbursement.

2. Substantial increases in the allocation to the campuses of budget funds earmarked for occupational education programs would meet our moral commitment to the state to plough back reimbursement funds for expansion and improvement of occupational offerings. Furthermore, this "incentive budgeting" would provide some visible compensation for the great amount of extra effort necessary to develop occupational education programs.

3. Many individual courses and some curricula of an occupational nature have not hitherto been processed for reimbursement. This has been particularly true in the business and secretarial department offerings where the State Board, until recently, has been unwilling to provide reimbursement since the great bulk of business department courses have been regarded as transfer in nature.

4. Serious consideration should be given to classifying all secretarial and business curricula and courses as occupational. This approach would seem to tally more closely with what our students actually use the courses for, and in addition would provide us with more reimbursement since probably 40% of our occupationally-oriented students are in the secretarial and business fields.

5. It should be recognized that the Chicago City College does graduate a substantial number of students in general business, and a sizeable percentage of these go on to senior institutions. It would be important to determine whether the transferability of such curricula under an occupational label would be any different than under a transfer designation.

6. It must also be recognized that in order to secure reimbursement our traditional business and secretarial departments would have to handle many State Board forms, submit credentials of faculty for evaluation, establish advisory boards, and secure approval for courses and curricula.

7. Sources other than governmental should be considered as a means of financing occupational education. Shared use of facilities, released time for personnel equipment donations, direct grants and cooperative work experience arrangements are examples of direct and indirect financial support which may be obtained from private organizations.

IV. RECOMMENDATIONS

Based on the foregoing, the following comprise in summary form the recommendations for the Master Plan for occupational education in Chicago City College.

A. GENERAL RECOMMENDATIONS

The following general recommendations are offered:

1. Within its resources to finance, house, and staff properly the Chicago City College must provide the quantity and type of occupational education programs to:

    a. Prepare for existing and future jobs in such a manner as to equip the students not only with job entry skills but with the opportunity for additional educational experiences to permit them to move horizontally or vertically into related career areas.

    b. Match abilities, interests, and socio-economic backgrounds of post-high school students of all ages with appropriate job training programs.

2. Based on a tentative analysis of student interests and abilities in Chicago City College, student and program distribution for occupational education might follow this pattern:

    a. 20% of Full-Time Students Including Hard-Core Unemployed: On-the-job training with teaching of the necessary life skills to prepare for job training as well as effective functioning as an individual and as a member of the community. Manipulative skills and short-range goals are emphasized.

    b. 40% of Full-Time Students: Small clusters or modules of courses leading to certificates. This would include the traditional one and two-year formal programs. A balance of manipulative and theoretical skills is characteristic. Examples are: Associate Degree Nursing, Law Enforcement, Electronics, Social Service Aide.

    c. 40% of Full-Time Students: Heavily theoretical two-year associate degree programs leading to additional education in senior institutions pre-professional engineering, teaching, etc.

    d. Part-Time Students: Continuing education courses, workshops, short sequences for employed persons, for upgrading, updating, providing new skills, and preparation for certification. One important aspect is to help make students automation-proof by providing continuous opportunities to work and learn simultaneously.

B. SPECIFIC RECOMMENDATIONS PERTAINING TO DEVELOPMENT OF OCCUPATIONAL CURRICULA

In developing occupational education curricula it is recommended that the following items be considered:

1. The present occupational education programs need to be reviewed carefully in the light of the job opportunities available in the Chicago metropolitan area, success in job placement, and job retention by graduates, in order that these programs may be updated, or if necessary, discontinued.

2. Future occupational education programs must relate closely to job opportunities found in the metropolitan area as established by statistical research and by data available from governmental agencies, and from private organizations such as the Chicago Association of Commerce and Industry.

3. Emphasis must be placed upon developing cooperative work-experience arrangements and internships as an integral part of occupational education curricula.

4. Occupational education programs must be geared to existing job vacancies to provide the inherent advantage of offering immediate placement.

5. Emphasis should be placed on expanding experimental and demonstration programs in occupational education.

6. Close articulation with secondary schools, other community colleges, senior colleges, proprietary institutions, and current business, industry, government, educational and training programs must be developed and utilized in curriculum development.

7. Packaging of occupational instruction should range from short certificate programs to associate degree curricula specifically designed to serve employment objectives.

C. SPECIFIC RECOMMENDATIONS PERTAINING TO INSTITUTIONAL RESEARCH

It is recommended that a comprehensive program of institutional research in occupational education should include the following:

1. Admissions studies for occupational education curricula should include:

    a. Survey of admissions criteria in Chicago City College occupational programs to determine their consistency from program to program and from campus to campus.

    b. Analysis of current admissions criteria for reliability and validity.

- c. Development of an appropriate and consistent admissions policy for occupational programs in all Chicago City College campuses based on the survey results.
- d. A more effective base for institutional research pertaining to occupational education by establishing separate admissions processing and record-keeping for occupational education students.

2. Collection and analysis of data on students and graduates to include:
   - a. Analysis of student abilities and interests as related to career alternatives.
   - b. Enrollment statistics in occupational courses.
   - c. Graduation statistics on occupational students.
   - d. Job placement information
   - e. Follow-up information on occupational graduates.
   - f. Information on students who do not complete programs.
3. Studies pertaining to occupational instruction should include:
   - a. Measurement of effectiveness of present instructional techniques in the various occupational education curricula.
   - b. Experimentation with new instructional techniques such as:
     - (1) Use of instructional technicians
     - (2) Computer-assisted occupational instruction
     - (3) Auto-tutorial techniques
     - (4) Open and closed circuit television
   - c. Experimentation with new measures of instructional effectiveness.

D. SPECIFIC RECOMMENDATIONS PERTAINING TO SUPPORT SERVICES FOR OCCUPATIONAL EDUCATION

In order to improve occupational information for students and the general public, it is recommended that:

1. An expanded and integrated system for providing occupational education information should include the following:
   - a. An information brochure and pictorial presentation of the whole spectrum of occupational education.
   - b. Local campus brochures to cover each occupational program.
   - c. Regular display advertising in metropolitan daily newspapers and in high school newspapers.

d. A consolidated city-wide schedule of Chicago City College Occupational Education offerings each semester.

e. Spot radio and television announcements on occupational education.

f. Window displays and walk-in information at public information center at Loop Campus.

g. Off-campus occupational information units operating on a systematic schedule in various hard-to-reach neighborhoods of the city.

2. Provisions should be made for improved occupational guidance and counseling as follows:

   a. Completion of a cadre of vocational counselors covering all campuses, coordinated through the Office of Occupational Education of the Central Office of the Chicago City College.

   b. Assignment of vocational counselors to direct support of occupational education rather than to general academic counseling services.

   c. Expanded participation by campuses in city-wide and local career conferences.

   d. Intensive aptitude, ability, and interest diagnosis as a basis for career guidance.

   e. Closer cooperative relationship with Illinois State Employment Service through such devices as:

      (1) Counselor exchange.

      (2) Informational displays in Illinois State Employment Service Offices.

      (3) Cooperation on Opportunity Line with WBBM-TV and Illinois State Employment Service.

   f. Occupational guidance series via TV College.

   g. Computer-assisted career guidance.

3. A job placement service needs to be developed for each campus:

   a. Coordinated with the Illinois State Employment Service and the Chicago City College Office of Occupational Education.

   b. Focus on job placement services primarily for placement of graduates of preparatory programs.

   c. Emphasizing successful job placement and job retention as conditions for continuation of particular occupational education programs.

E. SPECIFIC RECOMMENDATIONS PERTAINING TO ADMINISTRATION OF OCCUPATIONAL EDUCATION

The following recommendations for administration of occupational education are offered: (See Tables XI and XII - Page 27-28)

1. Improve the overall administration of occupational education at the campuses of Chicago City College by:
    a. The appointment of a dean of occupational education at each campus, adhering as closely as possible to state guidelines in order that the person may qualify as a local director, giving serious consideration to applicants from outside Chicago City College.
    b. Establishing channels of liaison between campus dean of occupational education and the Office of Occupational Education.
2. Facilitate inter-campus administration of occupational education by:
    a. The establishment of inter-campus institutes consisting of related families of occupational education programs such as the health services, business career, and industrial skill families.
    b. The management of each institute by an inter-campus administrator who has some decision-making authority in matters pertaining to inter-campus development and implementation of occupational education programs.
    c. Identifying these administrators as supervisors of institutes subject to coordination by the Office of Occupational Education.

F. SPECIFIC RECOMMENDATIONS PERTAINING TO FINANCING OF OCCUPATIONAL EDUCATION

To give impetus to the expansion of occupational education it is recommended that the financing of occupational education be improved as follows:

1. Completion of the inter-campus and campus administrative structure for occupational education be expedited to insure maximum supervision of the processes of state approval and reimbursement.
2. Reimbursement funds from the State Board of Vocational Education be directly earmarked for expansion and improvement of occupational education offerings.

3. Efforts be intensified to bring approval of State Board of Vocational Education to additional programs presently unapproved.

4. Serious consideration be given to classifying all secretarial and business curricula and courses as occupational education programs.

5. Supplement funds from governmental sources by increased solicitation of support from private organizations and foundations.

J. F. Grede
A. S. Korim
Office of Occupational Education

January, 1969

D R A F T

Inter-campus Occupational Education Institute

Office of Occupational Education

Health Services Institute

- Corrective Therapy
- Dental Assistant
- Food Service Supervision
- Histologic Technician
- Hospital Ward Clerk
- Inhalation Therapy Technician
- Medical Assistant
- Medical Secretary
- Medical Technologist
- Mental Health Aide
- Nursing (Associate Degree)
- Occupational Therapy Aide
- Operating Room Technician
- Pharmacy Aide
- Physical Therapy Aide
- Prosthetics & Orthotics
- Psychiatric Aide
- Radiologic Technician
- Recreation Therapy Aide
- Transfusion Therapy Aide

Human Services Institute

- Child Development - Pre-School
- Child Development - Residential
- Guidance Aide
- Library Technology
- Recreation Aide
- Social Service Aide
- Teacher Aide - Elementary

Public Services Institute

- Law Enforcement
- Rehabilitation Adviser

Industrial Skills Institute

- Air Conditioning & Refrigeration
- Automotive Industries
- Drafting Architectural
- Drafting Electronics
- Drafting Electro-Mechanical
- Drafting Lettering and Tracing
- Drafting Sheetmetal
- Electro-Mechanical Repair
- Plant Engineering (Building Operation and Maintenance)
- Watch Technician (Micro-Precision Technology)
- Commercial Art and Advertising Display
- Photographic Technology

Business Careers Institute

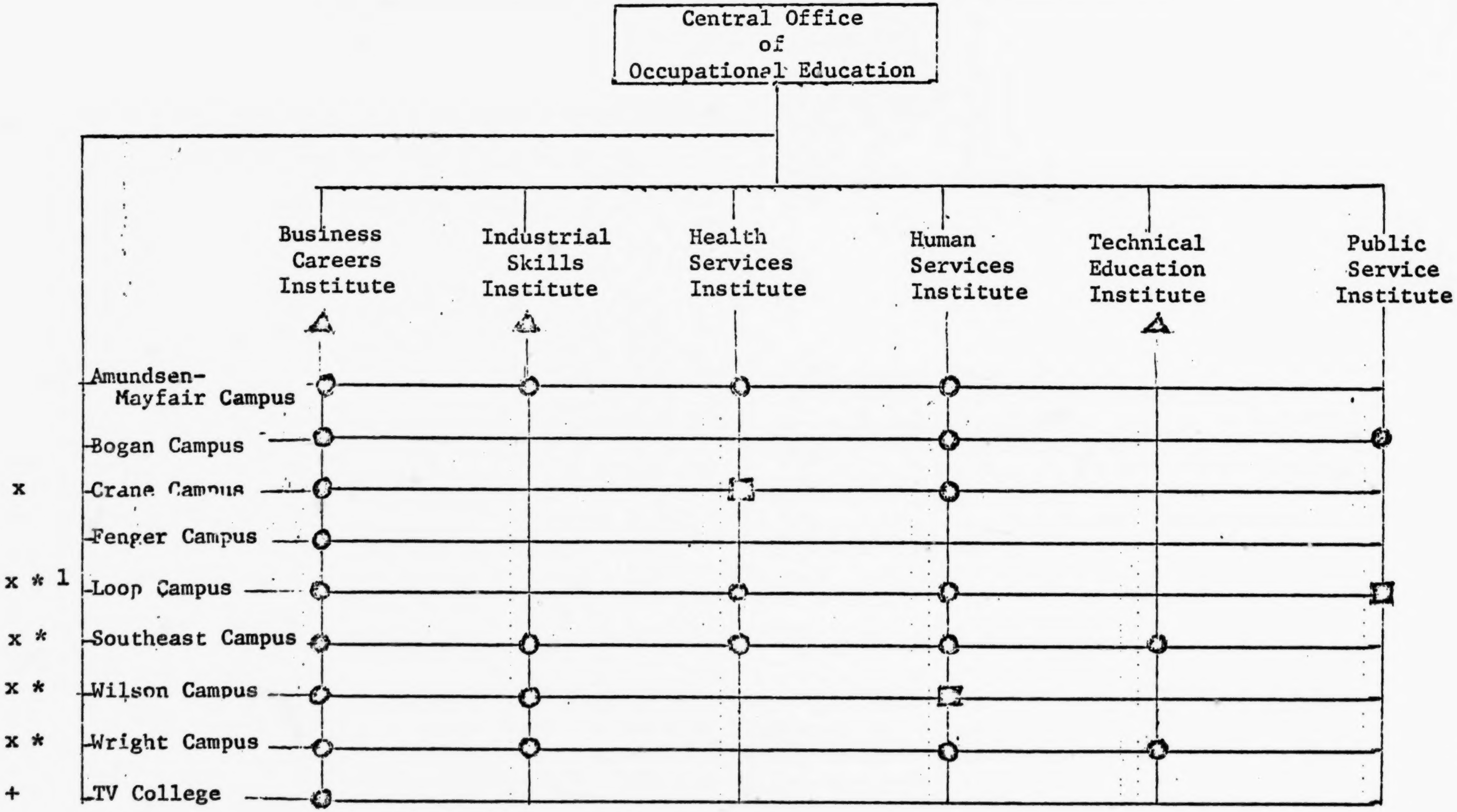
- Accounting & Computing Occupations
- Aviation (General)
- Clerical
- Data Processing Programmer
- Data Processing Equipment Operator
- Financial Occupations
- General Merchandising
- Hotel-Motel Management
- Insurance
- Motor Fleet Supervision
- Office Occupations
- Real Estate
- Secretarial & Stenographic
- Supermarket Management
- Transportation (Motor Freight Terminal Operation)

Technical Education Institute

- Civil Technology
- Electronics
- Highway Engineering Aide
- Industrial Chemistry
- Industrial Design
- Instrumentation
- Mechanical Technology
- Metallurgy
- Paint Technology
- Technical Supervision

Table XI

ORGANIZATIONAL CHART FOR COORDINATION OF OCCUPATIONAL EDUCATION 2-69


Central Office of Occupational Education
Business Careers Institute
Industrial Skills Institute
Health Services Institute
Human Services Institute
Technical Education Institute
Public Service Institute
Amundsen-Mayfair Campus
x Bogan Campus
x Crane Campus
Fenger Campus
x * 1 Loop Campus
x * Southeast Campus
x * Wilson Campus
x * Wright Campus
+ TV College

+ Denotes TV College Occupational Guidance Telecast Project
* Denotes that a person is assigned as Director of Occupational Education
□ Denotes that campus has been designated as the home for the institute and an Administrator is assigned to supervise the inter-campus activities of the institute.
○ Denotes that institute has occupational education programs at the campus
△ Denotes that a specific campus has not been designated as the home for the institute and no Administrator is assigned to supervise the inter-campus activities of the institute.
x Denotes Vocational Guidance Coordinator is assigned to campus.
*1 Denotes that the Administrator of the institute based at this campus also serves as Director of Occupational Education at the campus

6. Collective Comprehensiveness

Perhaps the concept of comprehensiveness as a prime characteristic of a community college in Illinois has tyrannized the entire community college movement to the point where no other approach has acceptability. The obligation to offer a broad range of programs commensurate with the broad range of interests and abilities of students entering our open doors is so firmly fixed in the list of characteristics of a community college that the self-respecting administrator seldom seriously considers any alternative. Thus the typical single campus community college strives to offer transfer education, occupational programs, adult and continuing education, community services, counseling, and various other activities identified as community needs, all under one administrator and one roof.

So goes the formula for success. Start with a small city or suburban environment with a locally elected community college board, a locally determined tax rate, and a community readily identified within the legal limits of the junior college district. Establish an open door policy, survey the community, develop a campus with a comprehensive program to meet the heterogeneous needs of students entering through the open door, provide a strong student personnel service to align the wide range of student interests and abilities with the wide range of programs and with all of these steps taken the campus is presumably moving in the proper direction.

This success formula has become institutionalized. The American Association of Junior Colleges, followed by the regional and state junior college associations, extolls the virtues of the ideal - comprehensiveness in one unit.

The State Junior College Board follows suit and supports the concept through legislation which mandates a degree of comprehensiveness in one unit. The examiners and consultants for the accrediting associations take their cue from the common pattern and look for comprehensiveness and express concern about the two-year institution which does not offer in its repertoire a broad range of programs commensurate with the diversity of students admitted.

Now apply the ideal of comprehensiveness to a multi-campus, urban, community college system. How best should the educational programs be organized there? Should one mammoth campus be developed in the central part of the city to serve the entire city as an indivisible community and provide all programs and services? Should many campuses be scattered throughout the city to become, in fact, neighborhood schools with each developing a full range of programs and becoming comprehensive in itself based on the assumption that the city is composed of many distinctly different communities? Or should a limited number of campuses be developed each specializing in a particular area of post-secondary education and thus each achieving comprehensiveness not in itself but as a part of a total system in which the city is regarded as a single community and city-wide comprehensiveness is developed through division of labor and specialization among several campuses?

The most prevalent conception of a community college would seem to support either the one mammoth comprehensive institution, or else several campuses each comprehensive in itself. Without denying some advantages for a big city in developing a single mammoth institution or a cluster of comprehensive institutions, a strong case may be made for the least likely alternative -

the cluster of specialized institutions. In a large urban community with an enrollment potential of 40,000 or more community college students - Chicago for example - collective comprehensiveness rather than unitary comprehensiveness may have something substantial to offer.

Before developing further the concept of collective comprehensiveness some determination should be made about the nature of a unit, be it called branch, campus, or college, in a multi-campus urban community college system. If these units were geographically distributed throughout the city so as to bring them close to homes of citizens and students, would each have a distinct service area, an identifiable community of its own? The experience with eight campuses of the Chicago City College prior to 1966 when they were under the Chicago Board of Education, would seem to indicate that historically there was little difference in the service areas. Distinct communities were not obvious, or if distinctiveness existed it was not obvious in the educational planning. Programs in all campuses were similar if not identical with those offered by campuses or branches in other areas. Even the downtown Loop Campus, which presumably has no community of its own but serves the entire city, had initially the same kinds of offerings as campuses in the residential areas on the far south and far north sections of the city. In effect, campuses were neighborhood campuses very much like the neighborhood high schools in which many of them were housed and, like the high schools, the junior college campuses offered essentially similar programs preparing for senior college. Community participation in the campus, or even knowledge of its existence, was minimal. Again like the high schools, the faculty often did not live in the neighborhood of the campus. In short, the neighborhood location was used primarily as a means of providing transportation convenience for students rather than as a base for serious effort to identify and service a unique community.

It is true that within the past several years some differentiation of function has appeared in our campuses but this differentiation was often related to factors other than community identity or needs. The West Side (Crane) Campus, for example, became the center of health service programs not because the neighborhood or community residents had greater need for health occupations programs, but because of the large and progressive medical complex nearby on the West Side with which the college was urged to cooperate for joint development of training programs and joint use of clinical facilities. The Loop Campus specialized in business, secretarial, and data processing programs, and later in the highly successful Public Service Institute for government workers, because a downtown location provided ready access to many offices, businesses, and government agencies. The Southeast Campus developed technical programs because space for laboratories was available there and the campus was housed in the Chicago Vocational High School building which seemed to offer a source of occupationally-oriented students as well as a receptive environment for technical education.

Campuses housed in black communities with large percentages of black students offered essentially the same programs as campuses with largely white enrollments. The Wilson Campus, in a South Side black community, was an exception and conformed more closely to a community college in developing an extensive basic education program and a sizeable range of occupational programs to better adapt the educational program to a large number of black high school graduates who did not do well in the conventional collegiate program.

In spite of the exceptions, the Chicago City College pattern for the development of new campuses under the Chicago Board of Education from 1956 through 1965, was to create new locations to make it convenient for more students to go to college. The "proximity principle", that the more community colleges developed in the city the more people would come to college regardless of what was offered, was a major guideline. Essentially each campus built on the programs and on the faculty of the older institutions. Thus branches or campuses were really not tailored to neighborhood needs. No real effort was made to seek out specific community needs and to vary programs or develop new ones to meet those needs. The fact that there were no district lines and that any student could go to any campus further emphasized the lack of community identity.

The problem of differentiated campuses offering significantly different educational programs did not really emerge until the development of occupational programs beginning in 1959. The move for differentiated campuses has been further emphasized recently under the impact of black students seeking to make community institutions out of what were essentially similar units of a city-wide network.

Within recent years it has become clear that whereas our historic junior college campuses could offer liberal arts and pre-professional transfer programs which were indistinguishable from one campus to the other, the addition of the occupational component did not follow the same pattern in all campuses. Some programs, such as electronics, data processing, and civil technology, were expensive to equip and replication in all campuses seemed unwise. Some programs were developed cooperatively with official agencies such as the Chicago Police Department, and experience indicated that serious complications developed when several campuses negotiated simultaneously with the same agency.

Furthermore, occupational programs were different in kind rather than in degree from previous City College programs and required the kind of effort and creativity that was not equally distributed among the Chicago City College campuses. Some campuses had neither the staff, the space, nor a day-time program in which to develop occupational education.

Through a combination of campus autonomy and some city-wide coordination there developed a concentration of occupational education in some campuses which then assumed an identity determined by their educational offerings rather than their geographical locations. Southeast Campus developed a technical education flavor and Mayfair Campus on the Northwest Side of Chicago became known for nursing. Today the West Side Campus has identified itself with health occupations services through the Health Service Institute, the Wilson Campus has developed an emphasis in social service through its Human Services Institute, and the Loop Campus has a siz able portion of its enrollment in programs for government employees organized under the Public Service Institute. Thus, there are really three campuses where basic responsibility for large components of occupational education is centered. The responsibility of such centers includes not only offering a majority of programs in a particular area but also the providing of assistance, coordination, and maintenance of standards in satellite developments in other campuses. This development has currently been labeled the "Institute Concept."

The "Institute Concept" is really a compromise between comprehensiveness and campus specialization, and recognizes what has actually developed. It permits a campus such as the West Side, for instance, to take basic responsibility for health occupations training for the only realistic employment community for all our students - the entire City of Chicago. Thus, the West Side

Campus with its Health Services Institute draws students from all parts of the city and offers a full range of health occupations curricula providing a program "ladder" so that any student with any combination of motivation and ability who has an interest in health service can find a compatible point of entry and then may move vertically or horizontally into other programs if circumstances warrant. Simultaneously, the West Side Campus, in response to special needs identified by the black community in areas other than health, may develop additional programs such as data processing, social service aide, or whatever else is required.

Admittedly there is a more effective method than the partial specialization of the "institute concept" for organizing occupational education in a multi-campus urban community college. That method is complete specialization in each unit. Since the city college may move in this direction, and there are substantial arguments for it, some additional observations may be relevant.

Occupational education in the Chicago City College as well as in community colleges generally has developed in four major areas:

Industrial and Engineering Technology
Business, Secretarial, and Data Processing
Health Occupations
Public and Human Service

With a virtually inexhaustible student base such as one would find in Chicago, and with an assumed optimum campus size of 10,000 students, it seems reasonable to propose four units each committed to one of the four functional areas These units should not be located in particular residence neighborhoods but rather in or near the central city on the major arteries of public and private transportation, easily accessible to all parts of the city and on "neutral" grounds in relation to any racial or ethnic group concentration. Only thus could they truly become community colleges rather than neighborhood schools since the smallest realistic community as far as job opportunities is concerned is the entire city. Thus the Chicago City College structure might look like this:

Chicago City College
Central Administration

College of Industrial & Engineering Technology	College of Commerce	College of Health Services	College of Public & Human Services

Although one might envision a Central Administration coordinating the efforts of the four colleges, it is probable that this type of specialization proposed for the four colleges could, in fact, encourage autonomy since potential competition among them for programs, funds, faculty, students, and unique identity, would probably be much less than under our present approach. Central Administration today is in large part a response to competition among campuses for programs, funds, faculty, students, and unique identity.

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* A special word is probably in order about the College of Public and Human Services. Currently in the Chicago City College this area is provided for by two units, the Public Service Institute and the Human Services Institute. The common ground for both is that they are really based on the applied behavioral sciences. The Public Service Institute is the only unit that is organized specifically to service a big employer - the government, and particularly the city government. In this sense it is not truly a functional area since the only program in which government would have a virtual monoply would be law enforcement and possibly one or two more. Most of the other kinds of occupational

Each college would be obligated to offer the full range of post-secondary educational opportunities within its functional area. Thus the College of Health Services, in close cooperation with city-wide hospitals and other health facilities, might offer short courses for employed health personnel, drive-in seminars, academic courses for diploma nursing programs, 28-week Allied Health courses combining basic education and on-the-job training, one year Operating Room Technician training, two year Inhalation Therapy training, two years of training plus interneship for Radiologists, and two year transfer programs for pre-medical and pre-dentistry students. For the future physician or dentist the pre-professional program in such an environment would offer the distinct advantage of some clinical experience early in his education plus the obvious advantage of becoming acclimated to working with team concepts of medical practice.

The internal organization of a college would include functional divisions organized along curricular or program lines. For example, the Department of Inhalation Therapy might offer clinical instruction by its own faculty, or through contract instruction by qualified health facilities personnel, for inhalation therapy aides, inhalation therapists, and for employed inhalation therapy personnel. Here faculty and students collectively would constitute a department. Faculty would have their students and students would have their faculty. In such an encouraging environment students may be more likely to persist in completing a program.

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* programs preparing some of their graduates for government service could be accommodated within the more general functional areas of industrial and engineering technology, business and secretarial, health services, and human services.

An organizational unit in Liberal Arts and Sciences would be a part of each college. Faculty of such a unit hopefully would be attuned to the occupational focus of the institution and would adapt the teaching of communications skills, behavioral sciences, and cultural subjects to the health services orientation of the institution. In addition, the Liberal Arts and Sciences unit might perform not only a service function for other departments but conceivably would have its own students in the pre-professional group for whom the majority of the courses in the first two years of college would be of the general education type.

There are certain additional advantages of this proposed collective comprehensiveness form of educational organization that should be noted to sum up the case:

1. Career objectives rather than vague educational objectives would be emphasized in the organizational structure. Almost all community college students are interested in a career whether it be entered upon after one course, one year, two years, four years of college work or even pursued concurrently with college course work. The alternative, the present community college pattern, is to organize along educational discipline lines which are relevant only to faculty.

2. Organization of faculty in the specialized college would coincide with the educational program of the student. Faculty of the college, including those in a Department of Liberal Arts and Sciences within the college, would presumably accept, encourage, and help guide the career preparation of students identified as their students, and derive satisfaction from progress of the student throughout his entire educational program in the junior college.

3. The somewhat artificial and usually divisive issue of transfer versus occupational education, which splits faculty and causes students to make unrealistic decisions and become what Burton Clark calls "latent terminals," would be reduced if not eliminated in the college organized along functional lines. Students would not have to identify themselves as transfer or occupational but only as full or part-time health services students. Students could thus be placed at an appropriate entry level or program with the full spectrum of mobility available without undue influence of the higher status accorded to transfer education.

4. Not only are the somewhat artificial lines of occupational and transfer education dissolved, but also the distinction between adult and other kinds of education. Many single courses now set up as adult education could equally be occupational. If offered in the day they might be a part of a required sequence in a preparatory program, but if offered in the evening they might be classified as adult. Thus a particular department such as Inhalation Therapy might have basic responsibility for transfer, occupational, and adult offerings within its content area.

5. The college could develop a clear-cut identity along lines immediately recognized by the general public. Both faculty and student commitment to the institution would seem to be deeper and more continuing if there was a definite sense of mission that could be easily defined and identified.

6. The career orientation of a college, inextricably interwoven with operating agencies such as hospitals or other health facilities, would necessarily produce realistic teaching. Constant interrelationships would force continuous updating of instructional materials and methods, since the

teaching world and the working world would be tied together.

7. The only initial choice students would be required to make is that of a broad area of interest within which they may make their choice more specific as they learn more about their own interest and abilities through the efforts of a strong counseling program. Furthermore, should a student find that health services are not for him he would certainly have the opportunity to transfer to one of the other three campuses.

8. Basic, compensatory,or remedial programs, or whatever we choose to label the kinds of education and experiences needed to bring a student up to a level where he can participate in programs offered by the college, can be offered in a context where they lead to something specific - job preparation. Further, these programs can be individually tailored and the basic education can be geared to specific job needs rather than preparation for a nebulous general education development.

9. From the faculty standpoint a functionally organized institution would bring together a large number of faculty with like backgrounds and interests. Certainly the community of teachers with a common commitment to an area such as health services would be a stimulating environment not only for teaching but for research. Furthermore, since faculty with the same specialties would be concentrated in one campus there would be little inter-campus competition in recruitment and little problem of transfer requests.

10. One college concentrating in health services, for example, would speak with one voice for the City College in contacts with public and private agencies.

11. Concentration of expensive laboratories and equipment at one location would permit maximum economy and maximum usage.

Such are the arguments for the functional, or unit college, or "college within a college," approach. There has been no real attempt to point out disadvantages. It is not a new concept, and many institutions, including most universities, have used it for a long time. Certainly it should at least be considered as a possible form of educational organization for the multi-campus big city community college. Even if it is not adopted in its entirety, there are many elements that should prove of great value, particularly in the internal administrative organization of a college.

7. Innovation Plan for Crane Campus

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PROPOSED DIRECTIONS IN INNOVATION

The premises which underlie the following suggestions are that the present curriculum, techniques of instruction, and academic schedules at Crane College have not resulted in ascertainable academic success for the majority of students who have enrolled in the past and that the College has not succeeded in creating a learning environment for the community. The suggestions below are offered as possible alternatives to present instructional practices and past institutional misdirection, guidelines within which the faculty may wish to operate in devising changes in the existing curriculum. It is recognized that no meaningful change can occur unless that change is enthusiastically endorsed by the faculty, for it is the faculty who ultimately must be responsible both for innovation in curriculum planning and instructional methods, and for the successful implementation of new academic programs. Therefore, the proposals below should be considered as bases for dialogue and rudimentary movements toward a relatively different model of education, a model which must be flexible enough for continuous development and which will be possible only through the cooperative efforts of many minds.

I. The traditionally authoritarian role of the teacher should be abolished. Emphasis should be placed not on the teacher as sole repository of knowledge or as judge, but on the student as a seeker after knowledge who uses the teacher as one medium toward the fulfillment of his stated objectives. Thus the teacher's role must be redefined: he should be considered primarily as a guide, a resource person, a co-learner with the student. In order to facilitate this transformation of the instructor's role, the following procedures are suggested:

(A) The conventional grading system should be abandoned. The grading system has been used as a device to reward or to punish; too often the giving of grades has been based upon arbitrary and wholly subjective criteria. No truly empathic relationship can exist between the person who judges and the person judged; in order to maintain objectivity in grading, a certain psychological distance must be maintained between student and teacher, a distance which then makes meaningful communion and a sharing of goals difficult to achieve. Furthermore, the struggle for grades brings into the classroom a competitive factor which transforms the search for knowledge into a race for rewards, thus shifting the emphasis from the true unfolding of individual curiosity and creativity to achieving a certain status proclaimed by high grades, deans' lists, scholarships, etc., and the creation of an intellectual elite foreign to the ideal that every human being is equally valuable and equally unique. In addition, the convention of having three or four methods of indicating satisfactory progress raises the question of what exactly is satisfactory progress. If the C student has achieved the goals of the course, then what in addition has the A or B student achieved? And if the D or F student has not achieved the goals, should he be asked to begin again from the very beginning, when perhaps the semester ended two weeks before he would have achieved the goals of the course? Such a system of evaluation is indefensible.

However, it is assumed that a student must have a sense of direction and a sense of accomplishment if his learning is to be meaningfu. Elimination of the grading system does not mean the total elimination of academic structure. In order to give a sense of direction to the learner, program objectives and individual objectives are necessary. The faculty, in preparing a program of studies, must know exactly what the goals of the program are; the student, in entering a field of study, must be encouraged to express and then to work toward those goals which are meaningful to him. Thus, in a properly prepared program, the goals of faculty and the goals of students should eventually merge. When this happens, the student will have successfully completed his program. Obviously, in order for this to occur, a certain flexibility must be an integral part of each academic program. Some students may be able to achieve the program goals quite soon; these students then could be given credit and allowed either to fashion more complex goals or to receive additional credit for aiding other students, through tutoring, to achieve their goals. Proper counseling and eventual recognition by the individual of where his real interests lie should make possible academic programs in which no student fails, even though these programs may have to be prolonged beyond a semester's length. Ideally, in order to create the most flexible kind of structure, a time unit of an academic year would ~~perhaps~~ be the most practical. Within that year some students may complete a set of individual goals as well as certain program goals, while others may meet fewer goals. Each individual, however, would progress, and time would be adapted to the student rather than the student to time. (For a schematic presentation of the above, see Appendix A.)

(B) Those conventional methods of teaching which secure the teacher always the dominant role in the classroom should be abandoned. The faculty should be trained away from the lecture system and towards methods of instruction which place as much responsibility and freedom as possible upon the student, even though this may mean completely eliminating the traditional 50 minute 3 times a week presentation. The ideal toward which all instruction should aim should be the autonomous student, strongly motivated and equipped with the appropriate skills, working independently toward his educational objectives. Emphasis should be on active interchange of opinion and knowledge in the form of panel discussions, seminars, individual presentations and group projects. If the lecture is occasionally appropriate, the presentation should be made as interesting as possible through the use of individuals who have a talent for lecturing (either faculty or outside experts) or through audio-visual materials.

II. Learning should take place through and should result in creative action. Every program of study should have a laboratory extention or workshop within which the student should be given the opportunity to transform his knowledge into meaningful action. The terms laboratory and workshop in this context mean any situation which allows the student actually to work with his knowledge. Thus a social project within the community, the staging of a play, or a job related to the student's field of study would be a laboratory situation. These laboratory situations, since they are learning experiences, should provide academic credit toward the student's degree. The program within which the student is enrolled should be flexible enough so that the student should have the opportunity either to work in conjunction with his other studies, or to work for an extended period of time independently of the academic curriculum. Provision should also be made for those students who have had difficulty adjusting or adapting their interests to the classroom environment. For these students the college experience might prove more satisfying if initially they were given the opportunity to perform most of their work in the field rather than within the college proper.

III. As much use as possible should be made of the latest educational technology. In those areas where learning takes place primarily through drill and repetition, every effort should be made to devise programs that can be operated through technological resources. In addition, all students should be given the opportunity to increase their skills in communication through the use of appropriate laboratory instruments. All work of this type should be on an elective basis.

IV. The curriculum of the entire school, not only of the proposed Institute for Black Studies, should be directed toward the interests of the Black student and community. Methods should be devised so that studies such as business, mathematics, and science are made increasingly relevant to the experience of the Black student through the use of appropriate study materials and by focusing the discipline's attention on problems within the Black community.

V. Every student should be given as much financial support as possible so that he can focus his energy and time on his studies. Also, the use of paid student tutors should be structured into each program of instruction and into those activities and programs which are interrelated with community projects and programs.

VI. The counseling program should be strengthened so that counselors can be made available within each area of studies in order that they may achieve better communication with the students and may maintain a continuing dialogue with instructors concerning the progress of individual students. Also, instructors within each area of study should be responsible as an academic advisor to small groups of students in order that any difficulty the student may encounter can be recognized immediately.

VII. Every effort should be made to relate the school to the community. If it is thought feasible, satellite schools could be established throughout the community for those individuals who are unable to make practical use of the main college or who would hesitate, because of their reduced expectations, to enroll in a very large, new, $20,000,000 institution. Rather than having such students never attempt college at all, it would be better to provide small neighborhood centers which could, after the student experienced initial success in his college studies, funnel these students into the main college. Both faculty and student tutors could be made us of in these satellite schools. Also, every effort should be made to bring community programs into the college and special programs for children and young people should be devised so that the college experience becomes an integral part of their early experience.

VIII. The function of the English faculty should be extended into each program of studies in order that the student, in working with composition, generally will be writing within the field of his major interest. If the student is made aware of the practicality of his writing assignments in relation to his learning, the entire process of writing to accomplish an academic objective may possibly be made more meaningful. Thus the materials of rhetoric could be structured into each program, and the goals of each program contain objectives synonymous with the present English 101 and English 102 objectives, so that when a student achieved the goals of any program he would automatically receive credit (if such a term is still meaningful) for English 101 and 102. Also, a literature sequence could be structured into each program (see Appendix B, "One Version of a Learning Unit"). This would be especially meaningful in science programs. If students who were specializing in science were presented the humanistic aspect of their discipline through various works of literary art, not only would the art work itself be made more interesting (and therefore more meaningful) but they also would be made aware of the humanistic concern with and criticism of the role of science in contemporary society.

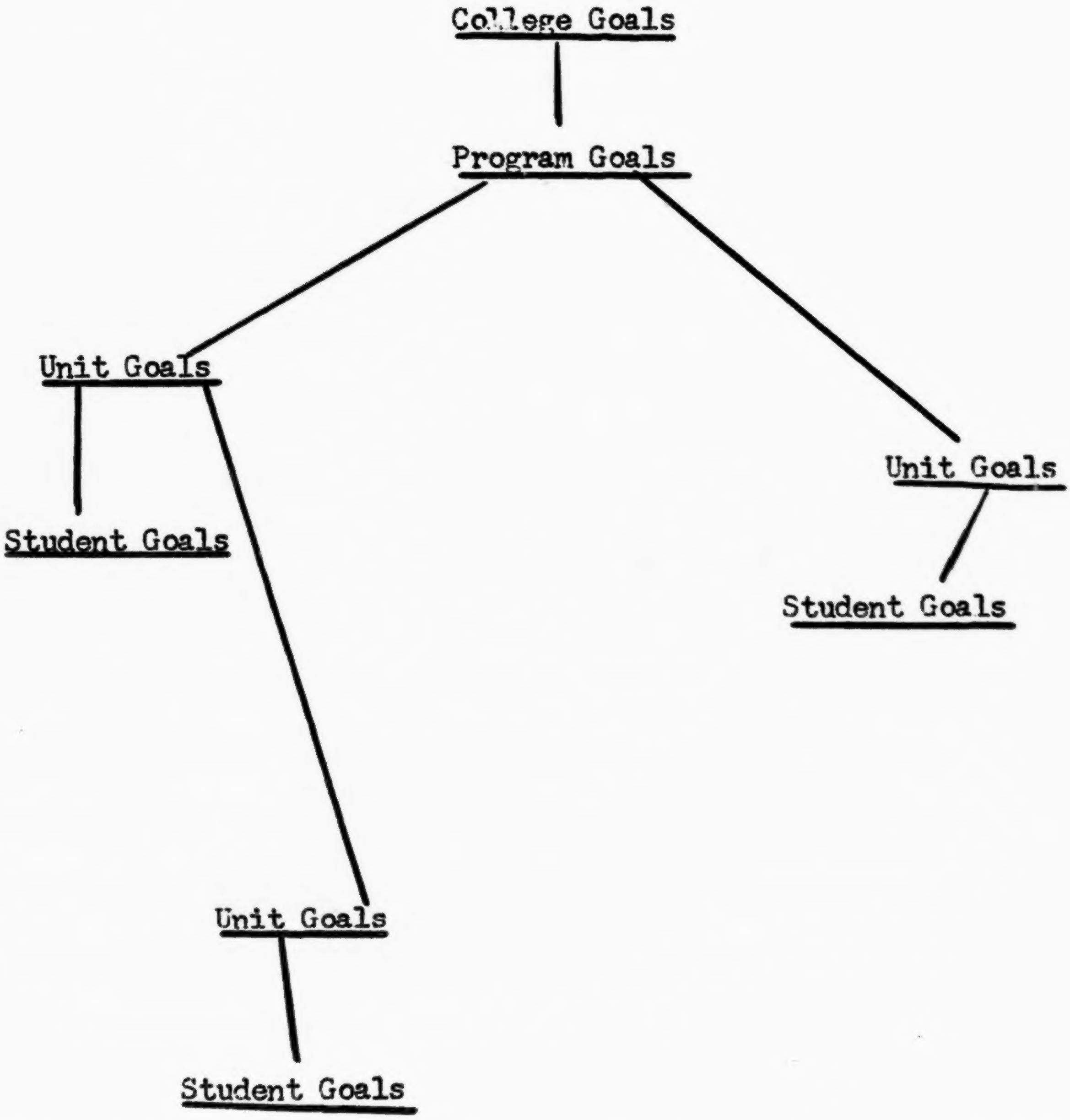
IX. Speech faculty should be assigned to those programs of study in which students might give oral reports and speeches in order to make certain that the oral work demanded by each discipline is properly prepared and is the best work the student is capable of producing. If the student is speaking on a topic within his field of major interest and he is made aware of the practicality of his oral assignments in relation to learning, the entire process of oral assignments to accomplish an academic objective could be made more meaningful. Credit for units of work successfully completed could then be given to meet some or all of the requirements for Speech 101 or other speech courses at the discretion of the Speech faculty.

X. Entering students should be given a real opportunity to understand their capabilities and their weaknesses. All students should be encouraged to work within the fields of their greatest aptitude and interest, and every effort should be made to construct programs which will allow the students to proceed toward their degrees by working through their strength, while giving them ample time to correct their academic weaknesses. If a full-time program is constructed around one major interest, in order to extend this interest into as many relevant fields as possible, the programs probably should be intra- or interdisciplinary in nature. To make these programs as relevant and interesting as possible, whenever feasible the students should be encouraged to involve themselves in planning and in constructing materials for units within a program.

Appendix A

Interrelationship of Goals

College Goals, Program Goals, Unit
Goals, Individual Student Goals


College Goals
Program Goals
Unit Goals
Unit Goals
Student Goals
Student Goals
Unit Goals
Student Goals

This simplified version of the interrelationship between various goals indicates that some students may place in a unit which would be advanced enough to achieve fairly soon the program goals, while other students may perhaps proceed through a number of units before they achieved the goals. All program goals would, of course, be subsumed under the goals of the College.

Programs would be sponsored by departments and could vary in their structures. For example, one program could be primarily designed for students who have the capability and inclination to do independent work. In such a program, the units would actually be a succession of individual projects. In another program sponsored by the same department, the work could be presented in a more conventional manner, and students could proceed together from unit to unit, or one unit could be dissolved and its individuals be reformed into smaller, disparate, more advanced (in terms of moving closer to program goals) units. In still another program sponsored by this same department, the primary work could be accomplished outside the school through various projects. The important point to recognize is that various roads may lead to the same destination, and that perhaps it is time to realize that if there is only one way to achieve a desired good, then only those whose natures happen to respond to that way will be likely to achieve that good, but if there are many possibilities, the likelihood is increased that more individuals will be able to respond and to succeed.

Appendix B

One Version of a Learning Unit

Topic: Colonialism in Chicago

Constitution: 100 students
a psychology or sociology teacher
an English teacher, literature and composition
a mathematics teacher
a business teacher, administration or law
an economist, consultant

Time grid: 9 - 12 A.M., five days a week

Procedure: 1) For two weeks teachers would prepare:

A) The psychologist, economist, and literature teacher would each put together a bibliography on this topic from within their disciplines.

B) The psychologist, literature teacher and economist would jointly plan several possible projects within the topic. Projects might involve observing, experimenting, interviewing, reading, writing, recording, or filming.

C) The economist, mathematics teacher and business teacher would plan several possible projects to involve investigation, observation, arithmetic, reading, writing, recording, or filming.

2) For one week the students would plan:

- A) They would discuss the menu of possibilities presented to them and add to it.
- B) Each student would select his own project, which could be pursued individually or in a team.
- C) Teachers would take on specific students as their responsibility, hopefully about 25 apiece, depending somewhat on student choices of projects.
- D) Teachers would aid students in specifying final outcomes or objectives for themselves or their groups.
- E) Teachers will aid students in mapping out activities and materials; then they will order materials and make arrangements for off-campus sorties.

3) For eight weeks the students will engage in their projects and skill work that they may see fit to do as a means to the more capable handling of certain project tasks. (We may need to hire a real camera-man)

4) For two weeks the students will share their project outcome with the total group of 100. For outstanding projects involving some media, the students should become an available community resource.

Appendix C

Hypothetical Career
of a Future Student

(1) A young man who is working full-time notices that in his neighborhood a satellite school -- combination skills center and recreational facility, with courses perhaps in Afro-American history and Social Action -- has opened. He decides to attend one or two evenings a week and discovers that he enjoys the informal atmosphere and the intellectual stimulation. Once his own belief that he can succeed in an academic environment has been developed, he decides to enroll at the main college, where a great variety of offerings will be available to him.

(2) Once he applies for transfer from the satellite school to the College itself (it should be noticed that already he has received some academic credit for his attendance at the neighborhood center) he is invited to an in-depth interview with a member of the counseling staff (it has been suggested in educational literature that this is one of the most significant ways in which a potential student can be convinced that the institution is concerned about him). At this interview he discovers that it will be possible either to reduce his working hours or to leave his job completely because of the financial aid he can receive from the College. He also discovers that his educational goals are not really clear in his own mind, and therefore he volunteers

to enter the four-week Self-Study Program.

(3) The Self-Study Program is concerned, as its name implies, with enabling the student to concentrate on that most absorbing of all studies -- the profile and potentialities of his own individual self. It is designed for those students (probably a large majority) whose capabilities are unplumbed and whose goals are vague. The atmosphere is informal, and learning considered hedonistic and natural rather than an imposed chore inherited from a Puritan ethos. Various options are presented to the student; for example, if he and his advisor feel that he doesn't read rapidly enough, he may want to enroll in the Skills Center (ideally, the Skills Center should be open to all students and all faculty and should not have the stigma of remediation attached to it). Or perhaps he will engage in a series of discussions with other students and with counselors and consultants concerning opportunities and prerequisites in various occupations and professions; or he may choose to join a team of students and faculty who are preparing the curriculum for a learning unit in one of the academic programs; or perhaps he and his counselor may concentrate on resolving the personal problems which have plagued him in the past and which must be resolved before he can hope to succeed in the future. Perhaps some students may choose to remain in the Self-Study Program after the other academic programs have begun (the Self-Study Program would differ from other programs only in

that it would be more sharply focused upon the student himself and would be of shorter duration -- it could give credit in psychology, counseling, and reading.) However, our student has decided to enroll in a program sponsored by the Social Science department. During the four weeks of the Self-Study Program he has, with the assistance of counseling and faculty, fashioned his individual goals in this area. His goals, along with similar goals of other students, could then constitute the goals of one of the units in a Social Studies program. Once these goals have been described, students and faculty would begin constructing a pattern for that specific unit. At the appropriate time, these students and faculty would move out of the Self-Study Program and into the Social Studies program.

(4) If the premise is accepted that the student who loves his learning and who feels that his academic labors are fulfilling his deepest needs and desires will be the student with the greatest chance to succeed, then it would seem logical to tailor academic programs to the student's interests and aptitudes, and to enable him to perceive other kinds of knowledge through the lens of his specialization. Thus our student, as he progresses through various units in the Social Studies program, units eventually leading him to achieve the overall goals of the program, will be allowed to explore other areas of knowledge through sociology or psychology. For example, in "One Version of a Learning Unit" (Appendix B) the emphasis is sociological, and yet the student will be exposed to work in writing, literature, math, and business. It should be observed

that the specifications of objectives or goals throughout the College's program would probably, for the most adept students, minimize the amount of time required for a degree. Thus if our student develops his academic skills rapidly, he may move into a learning unit whose goals would actually be the program's goals. However, let us suppose that the student, while working in his first unit, discovers that he is uncomfortable in this kind of academic environment. After discussing the problem with his counselor, he decides to transfer out of the program into a parallel program in Social Studies where the learning units are primarily field projects. Finding this kind of activity interesting and congenial, it is in this program that he decides to remain while working toward his degree. Ultimately, a certain amount of strictly academic work may be necessary. However, it would perhaps be wiser to allow this student to remain working and learning in the field, and suggest only that he continue his communications development in the Skills Center. Thus his reading skills would continue to develop, until finally he would be able to return once more to a learning unit academic in nature to fulfill whatever academic requirements the program's goals might demand.

8 FISCAL RESOURCES

From a fiscal view, higher education in Chicago faces two challenges: resources and equity. College enrollments have risen preciptously because occupations have become professionalized. This has resulted in many more high school graduates (50 percent) entering higher education. Added to this increase is the demographic prospect of enlarged 18-24 year age cohort. The pressure of increased enrollments is the result. The following tables reveal the projected 10 year increase in enrollments and the educational fund monies necessary to operate CCC. The projected educational funds have built-in eight percent annual increases. However, this increase largely reflects inflationary price hikes and salary increases. It does not reflect a "mark-up" in the quality of education. The built-in cost escalation is just a holding operation. Even with this in mind, one is almost staggered by the increasing resource needs of a six-fold increase to service and about a two and a half fold enrollment rise.

Chicago City College

ESTIMATED OPERATING EXPENDITURES

1969 - 1978

Year	Total Enrollment	E F T	Dollars Per Student	Total Educational Fund Needs [1]
1969	36,700	20,810	$ 1,226.63	$ 25,526,161
1970	36,900	20,875	1,324.76	27,654,365
1971*	38,550	22,600	1,430.74	32,334,724
1972	40,550	23,220	1,545.20	35,879,544
1973**	53,080	34,125	1,668.82	56,948,483
1974	62,100	39,375	1,802.32	70,966,350
1975	68,700	43,330	1,946.51	84,342,278
1976	74,000	46,930	2,102.23	98,657,654
1977	76,800	48,795	2,270.41	110,784,656
1978	79,100	50,205	2,452.04	123,104,668

* Opening of New Westside Campus

** Opening of New Southwest, Southeast, Northwest and Loop Campuses.

[1] Incorporated in the estimate of operating expenditures is an 8%/year increase in the cost/student figure. This percentage is based on the annual increase in the consumer price index (over 4% in 1968), and on improvements in the teaching and facilities offered the student.

Data on the tax burden shouldered by the various income classes in Illinois leave no doubt about regressivity. The lower income groups those below the Chicago median family income of $8,100 comprise the bulk of our population. These are the groups which pay directly or indirectly, the taxes that support public two-year and four-year colleges and universities in our state. The poor pay most of the monies, but their Children do not reap the benefits of higher education.

The Illinois Board of Higher Education has observed: "The conclusion regarding Illinois support for higher education, especially in comparison with other states, can be summarized as follows:

1. While the proportion of Illinois' college-age group going to school in the state is above the national average, Illinois is still 'exporting' more students than any other state except New Jersey and New York.

2. Illinois is far below the national average in expenditures for public institutions of higher education, both on a simple per capita basis and on a per capita income basis. Two reasons are apparent. Illinois has more than the average proportion of students, in private institutions, and Illinois has a very low state expenditure in general, although it has high per capita income.

3. The pattern of low expenditures is associated with low taxes. Next to New Jersey, Illinois has the lowest state taxes based or per capita income in the nation, and its total state and local taxes are low even when relatively high local taxes are included."[2]

For some reason higher education facilities in Chicago receive the short end of the education stick. Per capita student operating expenditure in public four-year institutions in the state's largest city range from 50% of these for the University of Illinois to 80% those of N.I.U. CCC has an even poorer showing. We are 30% below per capita outlay made at Northeastern Illinois State and 60% below that at University of Illinois

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2. "Report of Master Plan Committee: Illinois Financing of Higher Education (Springfield, Ill.) Board of Higher Education, 1963, P. 69

Top resources are allocated to the University of Illinois. In total, per capita student expenditure (based on 1969-71 operating budget recommendations) are $3,542. The Chicago schools-Chicago State and Northeastern Illinois State- show $1,850 and $1,650 respectively. CCC is lowest on the totem pole: $1,100 per full-time student.

What of educational equity? That the poor and other below average income groups are under-represented at colleges and universities has long been documented. Clark Kerr was aware of this problem by saying" . . .at least bringing equality of opportunity to higher education as the first of a number of problems . . . facing the colleges in the coming decade. Currently, nearly half of the nation's college students come from families whose incomes rank in the top quarter, while only 7 per cent come from families with incomes in the bottom quarter." He also asserted "that the colleges would have to adjust to urban society and a role of service to the city and to ghetto residents." [7]

CCC has always maintained a free tuition and open-door policy. For equity reasons alone, the free tuition policy at urban community colleges must and should be maintained. Our earlier discussion centered upon the impact of occupational professionalization. CCC is the only chance for higher education for the overwhelming majority of our students. This is based on reasons of ethnicity, race, motivations, and economics. Using Kerr's statement as a wedge, we now will discuss income factors more fully. The variance in college attendance is explainable in large measure by social class origins and backgrounds.

7. C. Kerr quoted in Chronicle of Higher Education, Nov. 11, 1968, P.6.

Most of the 7.6 million college students are from the advantaged social classes. As Kerr stated, the top income quarter is over-represented by 100%, while the lower income quarter is under-represented by 65% The affluent attend college: for lack of money and, less so, motivation the disadvantaged do not. Yet, as discussed earlier - especially in Illinois- the lower income groups pay about half the taxes. They support our public colleges and universities but they do not matriculate at these institutions. To ask these same groups to pay tuition charges at CCC is asking for double taxation.

California data reveal income disparities among students attending the various state institutions: "A substantial percemt of students at the California State Colleges and University of California come from families whose income exceeds the statewide average." [8]

"The average income for California families in 1963 was $7,300. The average family incomes for students at the State Colleges and the University of California were $9,400 and $11,000 respectively. Nineteen and one-half percent of State College Students and 34.3% of the students at the University of California have a family income over $14,000. Forty-seven percent of State College students and 56% of University of Calif. students come from families earning more than $10,000." [9] The equivalent figure for CCC is 26%.

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[8] W. Hawley "Tuition: Some Unanswered Questions". Public Affairs Report vol. 8, no.2, April, 1967, p. 2.

[9] Ibid

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We make somewhat unrealistic assumptions that our student constituency can readily pay tuition charges. Recently, it was estimated that a family of four in Chicago to live decently must earn a yearly income of $10,000. However, in 1966, median family income in Chicago was $8,100--for the U.S. it was $7,900 and in Chicago suburbs it was $10,500.[12] There were wide disparities in income when various neighborhood areas were viewed. In the Wilson area of Woodlawn, median family income was $5,508 (32% below the city median), in the Washington Park area it was $5,990 (25% below the city median). In the areas which supply Crane students, the near West Side had a median income of $4,860 (46% below the city level), East Garfield Park's median income was $5,260 (35% below city level). In the Bogan area, the Auburn area boasted $9,560, as a median figure (18% above city level), the Ashburn area had a $10,370 median figure (27% above city level). In the Fenger neighborhood, the Roseland community median income figure was $8,500 (5% above city standard). The Pullman area had a median figure of $8,020 (virtually the same as Chicago). It is clear that even the more advantaged groups around Fenger and Bogan have income that is only slightly above city income levels. These levels do guarantee household affluence. Given the motivation, income, and status of our CCC student body,if a choice is to be made-- it would be to pay tuition even if family circumstances just barely make it even possible.

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[12] Op. cit., Financial Barrier to Higher Education in California.

9. GOVERNANCE

On November 29, 1967, The Board of Junior College District No. 508 passed a resolution (Board Report No. 348) establishing guidelines for the "Educational Philosophy and Master Plan for the Chicago City College, 1968." Included in this Board Report was the following statement regarding organizational structure: "Whereas, realistic planning for the future of the Chicago City College requires awareness and study....; the organizational structure that will best provide an outstanding comprehensive educational program in a multi-campus system for the Chicago City College;.... The present report has to do with the governance of Chicago City College. Governance is very intimately concerned with the organizational structure.

The following is a quotation from a report of a member of the Master Plan Committee: "Unless persons are responsible for their political, economic, or maturational destiny, one cannot expect them to contribute to it, nor to think it their own, nor, what amounts to the same thing, to make any attempts to realize it." We are all families with the events occuring on college and university campuses across the length and breadth of these United States. Students are demanding a voice in the governing process. As a result of my study of numerous documents dealing with the governance of institutions of higher education, I found that most of them referred only to Boards of Trustees, Administration, and to a limited extent, faculty.

Students were rarely even mentioned. Antioch college in Yellow Springs, Ohio, and the Junior College District of St. Louis, in St. Louis, Mo., both have made a concerted effort to engage students in a meaningful manner in the governance and decision-making processes of these respective institutions.

A member of the Master Plan Study visited the campus at Antioch College and, while there, held interviews with the president, the Dean of Faculty, several administrators, student leaders, faculty members and students. Antioch College involved students in its decision-making processes since the middle 1940's and, as a consequence, we hear of very little unrest on its campus. President Dixon of Antioch College stated that they have their problems, many of them. Their success seems to be due to the fact that they have established means of handling all kinds of problems and that their channels of communication are well developed, always open, and most efficient. A problem moves from its source to the level at which it is handled or solved in a matter of minutes. The channels of communication are widely publicized and well-known to all members of the Antioch Community. Dr. Richard Meisler, Special Assistant to the President and Assistant Professor of Philosophy, delivered an address entitled "How to Communicate with Students" at the 24th National Conference of the American Association for Higher Education in March, 1969. The following quotation is his opening paragraph.

"When a campus explodes and things get out of hand, as they can at any college or university in the country or perhaps the world, there is one thing on which everyone can agree: Communications have broken down, or they were inadequate to begin with. Had communications been adequate, of course, the governance processes of the campus would not have given way to revolt, riot, or anarchy, all of which are possibilities. As things are put back together again, great attention is devoted to the improvement of communications, so that the terrible things will never happen again. Students gain representation on committees, new councils are set up, administrators and faculty try to see more students, and so on."

Dr. Meisler states further that"the governance structures of institutions of higher education are not sufficiently democratic and that improved communications will not overcome these structural limitations. He compares communicating with students to a problem in cross-cultural communications". There is an initial language problem in dealing with a person from another culture, and one or both of the communicants must make an effort to use the other's language". Dr. Meisler raises three problems inherent in regard to academic governance: (1) the undemocratic nature of governance; (2) inadequate channels of communicating; and (3) a cross-cultural language barrier between the "over thirty" and "under thirty" segments of our population.

Antioch College is, of course, a one-campus operation. It was mentioned here merely to show how it has for over twenty years operated a system of governance with meaningful involvement of those governed.

Let's face it --- multi-campuses and multi-colleges are here to stay! One-quarter of all the students in American colleges and universities are in multi-campus institutions. ..... and who knows how many there will be in two or five more years! One thing is certain -- there will be many more regional junior college districts operating multi campus colleges."

The preceding is an excerpt from a December, 1966 speech by Arthur M. Jensen, Bureau Chief of Junior College Education, California State Department of Education. He recognizes at least two conflicting philosophies on the organization of a multi-campus district: (1) the philosophy of operating a multi-college district with maximum autonomy for each individual college; (2) the philosophy of operating one legal institution with a strong central office and each branch or campus being a division of a single legal institution. In California he observed that faculty members are unanimous in their desire to be considered a college rather than a branch of a multi-campus institution. Loyalty to their branch or campus is stronger than allegiance to the district. Even among the administrators on the individual campuses, there is a strong desire to be an individual college. He states that when Peralta Junior College District (Oakland, Calif.) moved from multi-campus to multi-college philosophy, the resulting increase in teacher and student morale astonished and pleased the superintendent, president, and the governing board.

Chicago City College is presently a multi-campus operation and, if any evidence can be given to the November, 1967 resolution passed by the Board of Junior College District No. 508, it intends to remain just that.

Dr. Virginia R. Keehan, in her 1967 position paper entitled "Some Perceptions and Reflections on Organization", states: "Autonomy means having the right of self-government, capable of existing independently. Neither the Central Administration staff nor the campus can exist independently, since there is a common Board of Education, financial limitations, state laws and other mandates. The purpose is to determine the areas in which each campus can be decentralized and autonomous, and encourage them to exercise educational leadership in these areas in achieving the educational objectives of the college".

Dr. B. Lamar Johnson, in the fall of 1964, suggested three principles that should govern a multi-campus district. They are

(1) Efficiency - avoid needless and costly duplication.

(2) Consistency of policy and practices.

(3) Iniative (freedom) on individual campuses.

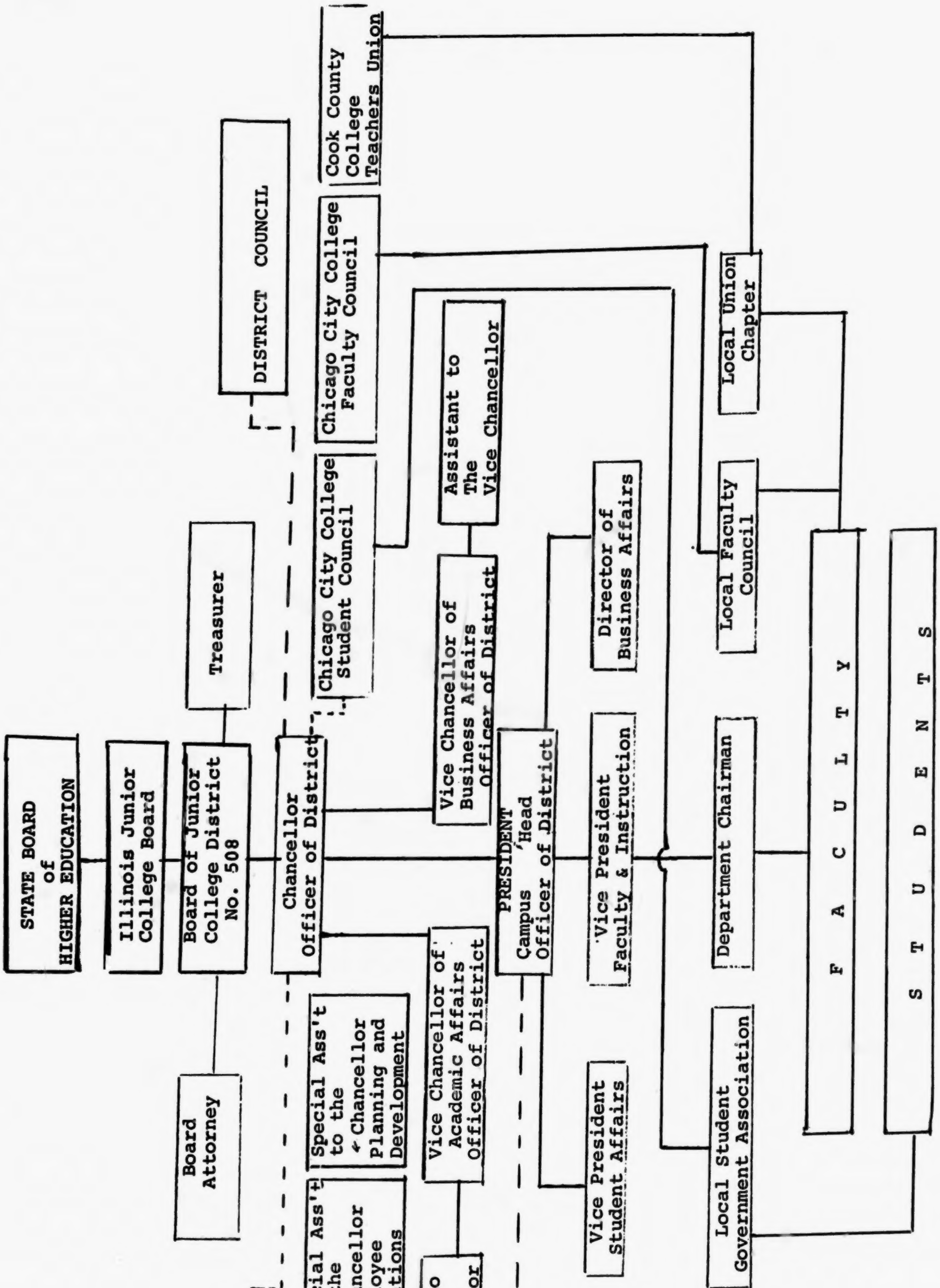
The organization and governance of a college run hand in hand. A member of the Master Plan Staff spent a week in St. Louis making a study of its plan of organization of the St. Louis Junior College District which is a multi-campus operation involving three campuses. They have established a twenty-five member District Council consisting of the President and eight other administrators, ten faculty members, three students, and three members of the clerical staff. Each campus has equal representation. The accompanying proposed organizational chart for Chicago City College is based on the philosophies of both Antioch College and the St. Louis Junior College District but is expanded to include the eight campuses of Chicago City College. This makes for a rather unwieldly group of thirty-four but all segments of the institution are represented.

Dr. Bruno Bettelheim, professor of psychology and psychiatry at the University of Chicago states that "To prevent chaos (on campus), repressive measures might be embraced which would be dangerous to our democratic institution. But the students can be dealth with constructively if measures are taken to do away with the causes of their widespread discontent". It is essential that lines of communication be established directly to the chief administrative officer of the college and that a meaningful representative structure be established for dealing with problems of all kinds before those who have problems feel that no one in the entire organization knows or cares and feel that they must resort to more direct methods.

Richard C. Richardson, Jr., writing in the Feb., 1969 issue of the Junior College Journal proposes two assumptions which colleges must apply in order to meaningfully govern themselves." The first and most important assumption involves a commitment on the part of the administration to the importance of student and faculty involvement in institutional governance. The absence of such a commitment cannot be concealed and inevitably results in apathy or active resistance. The second assumption requires the existence of a representative faculty organization with real and defined responsibilities for policy formulation. Ideally, such an organization will involve administrators and faculty in joint deliberations." Student involvement in institutional governance must of necessity be discussed within the broader context of the roles of administrators and faculty. Richardson further states that from the standpoint of the insitution, the more self-governance that exists among the student body, the less the need for institutional supervision and the greater the potential for the development of the individual.

Richardson concludes:

> "...The zone of acceptance for policies which result in effective action broadens as those who are affected participate in their determination. We know, too, that authority in an organization is dependent upon the assent of those governed. From these two statements we may conclude that if we are to achieve acceptance by students of organizational policies, we will need to involve them in the development of such policies or run the risk of arriving at conclusions that are unacceptable to those whom they are designed to serve."


STATE BOARD of HIGHER EDUCATION
Illinois Junior College Board
Board of Junior College District No. 508
Treasurer
Board Attorney
DISTRICT COUNCIL
COMMUNITY Advisory Board
Chancellor Officer of District
Chicago City College Student Council
Chicago City College Faculty Council
Cook County College Teachers Union
Special Ass't to the Chancellor Planning and Development
Special Ass't to the Chancellor Employee Relations
Director of Public Information
Vice Chancellor of Business Affairs Officer of District
Assistant to The Vice Chancellor
Vice Chancellor of Academic Affairs Officer of District
Assistant to the Vice Chancellor
PRESIDENT Campus Head Officer of District
Community Advisory Board
Director of Business Affairs
Vice President Faculty & Instruction
Vice President Student Affairs
Local Union Chapter
Local Faculty Council
Department Chairman
Local Student Government Association
F A C U L T Y
S T U D E N T S

DISTRICT COUNCIL
OR
ADMINISTRATIVE ADVISORY COUNCIL

A. Administrators (11)

  1. Chancellor
  2. Vice Chancellor for Academic Affairs
  3. Vice Chancellor for Business Affairs
  4. Campus Heads (8)

B. Faculty (9 or 10)

  1. President of Chicago City College Faculty Council
  2. President of Campus Faculty Council (8 or 9)

C. Students (9)

  1. President of Chicago City College Student Council
  2. President of Campus Student Government Association (8)

D. Clerical Personnel - Local 1708

  1. Two observers

E. Cook County College Teachers Union - Local 1600

  1. Two observers

10. Administration and Organization

Administrators at the central office and the respective colleges will be appointed by the Board on the basis of their commitment to the philosophy of CCC, and upon their ability to provide leadership within the total educational program. The administrator is expected through his leadership, to instill in faculty and students the desire and determination to achieve and realize their potential. The qualities sought for in any administration are: leadership, responsibility, and service.

I. Local Administration

The college President, along with his respective faculty and staff, will have the responsibility of developing appropriate programs of higher education for his college, and for CCC as a whole.

In order to accomplish the philosophy, objectives, and purposes of CCC, and to provide for the maximum control at the local level, the following organization is desirable (see Chart I).

Under each vice president there would be several deans or assistant deans to assist him in his particular area of concern. It is the prerogative of the president of the College to structure his administration and organization as he chooses, bearing in mind the unique needs of his particular community.

At every college, however, there are fundamental tasks that must be performed and to which someone must bear the primary responsibility. The ultimate responsibility, of course, lies with the president. These various functions are listed below, and as a suggestion are placed under one of the vice presidents for his responsibility and supervision.

Both of these areas of potential restriction are to be deplored. It is hoped that in the very near future both CCC and the other junior colleges in the State of Illinois, will be allowed complete freedom to become what they are intended to be, i.e., hot beds of innocation, educational experimentation, and community service. These objectives can only be realized if the local faculty and administration, who are after all close to the scene of action, are permitted to assess and develop a college receptive to the needs of their community.

Vice President of Academic Affairs

1. Faculty

    a. hiring
    b. orientation and development
    c. evaluation
    d. retention

2. Coordinate department chairmen
3. Technical/Occupational programs
4. Educational Planning and Development
5. Educational Grants and Fellowships
6. Learning Resources
7. Research and Evaluation
8. Adult/Continuing Education

Vice President of Student Affairs

1. Recruitment
2. Admissions
3. Records
4. Counseling/Guidance
5. Student activities/Alumni
6. Student Union Control
7. Student Omnbudsman
8. Student Health Service
9. Student Publications
10. Job Placement

Vice President of Business Affairs

1. Treasurer
2. Bursar
3. Financial Aid
4. Bookstore Operation
5. Transportation
6. Buildings and Grounds
7. Food Service
8. Purchasing Equipment and Supplies
9. Storage and Distribution of Supplies
10. Security
11. Custodial Services
12. Supportive Services to Faculty and Staff
    a. clerical
    b. duplicating
    c. laboratory assistance

Non-Academic Staff Assistance to the President

1. Public Relations
2. Community Service

II. Central Administration

The central administrative staff furnishes leadership and services for the respective colleges through the office of the Chancellor, or as delegated by him. Members of the central administration will work through the office of the college president in all matters concerning the operation of the colleges, or as delegated by him.

To provide a minimum of central control the following organization is desirable (see Chart II).

The Chancellor also should have a special assistant who could represent him at national, state, and local conferences and seminars. He should likewise have a special assistant to represent him at all meetings of the Illinois Junior College Board, the Board of Higher Education, and sessions of the state legislature which are pertinent to areas of concern to CCC.

III. State Organization

Chicago City College by virtue of its being a Class I Junior College as defined in Chapter 122 of the Illinois Revised Statues, 1967, must operate within the framework established by Illinois Statues. It is to be noted that in the chart of Organization of Higher Education Systems in Illinois, which follows, both the Board of Higher Education and the Illinois Junior College Board are to provide only coordinating functions to the Board of Chicago City College. However, it is to be observed that in recent months the Illinois Junior College Board has assumed to itself governing powers in two notable areas: (1) Site selection and approval of plans for physical facilities, and (2) New curricula and programs to be added to the existing offerings of the college. It has already become apparent that in the first area, the Illinois Junior College Board has on several occasions acted in a restrictive capacity over those decisions reached by the local Junior College Boards. In the second area there has as yet been no evidence that the IJCB will act in a restrictive manner, but there is present at this time in the faculty and administration of all the junior colleges in the State of Illinois, a fear that this Board may begin to do so.

CHART I.

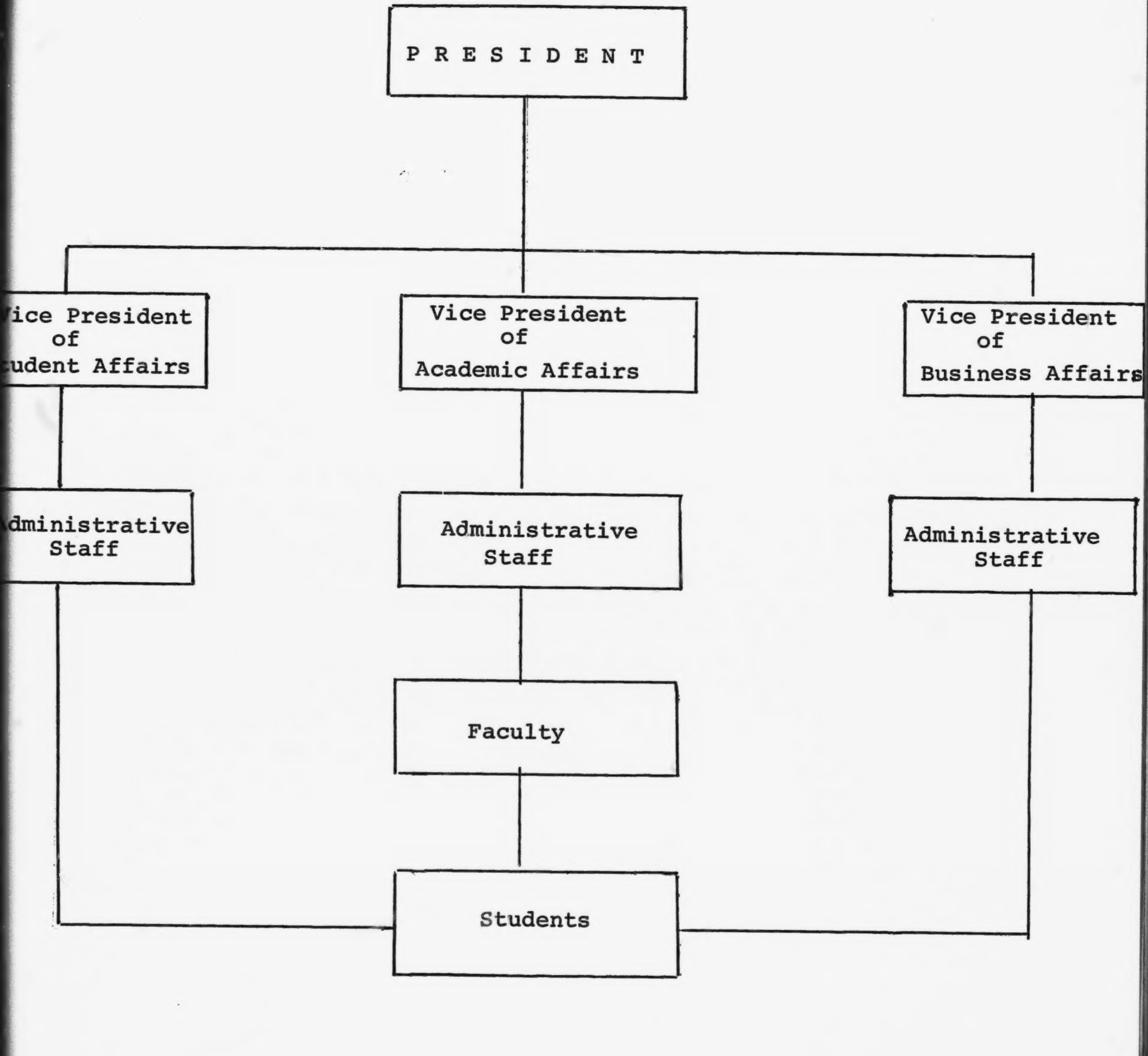
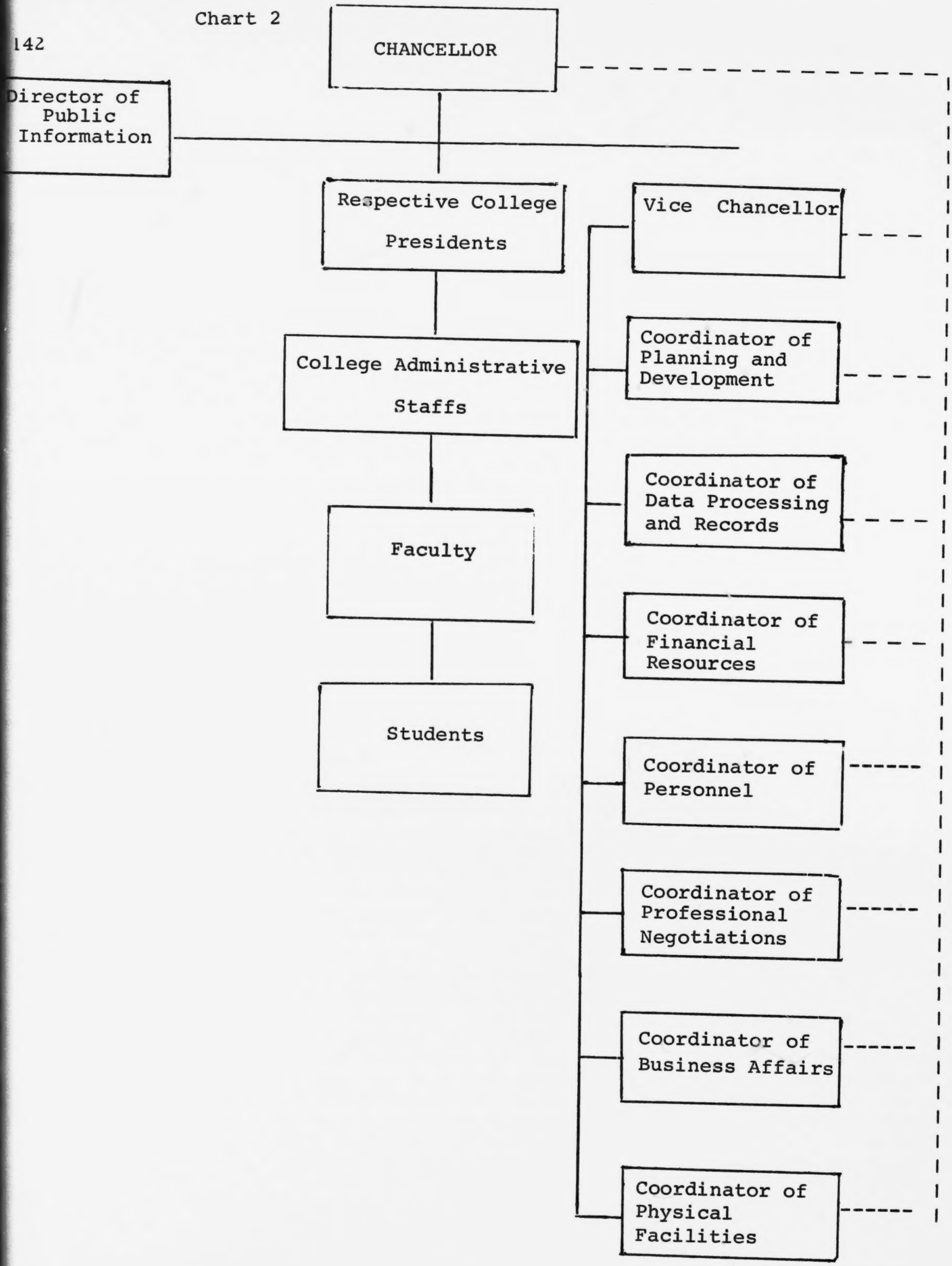

PRESIDENT
ice President of udent Affairs
Vice President of Academic Affairs
Vice President of Business Affairs
dministrative Staff
Administrative Staff
Administrative Staff
Faculty
Students

Chart 2


CHANCELLOR
Director of Public Information
Respective College Presidents
College Administrative Staffs
Faculty
Students
Vice Chancellor
Coordinator of Planning and Development
Coordinator of Data Processing and Records
Coordinator of Financial Resources
Coordinator of Personnel
Coordinator of Professional Negotiations
Coordinator of Business Affairs
Coordinator of Physical Facilities

A. Chicago City College is a comprehensive community college that is public, independent, and multi-campus.

a. It is comprehensive because it offers to its community two year college transfer programs in liberal arts and sciences, as well as programs in technical/occupational courses, and adult/non-credit educational courses.

b. It is a community college because it provides the various services and activities which serve to strengthen and enrich the life of the individual and the community.

c. It is public because it is supported by and accountable to the public.

d. It is independent because the college district is set up to administer a junior college only and in order to do so has its own board of control, budget, and tax rate.

e. It is multi-campus because the college district operates eight campuses at the present time within the district. Each campus has a site administrator functioning under one governing board.

The development for an organization and a philosophy of administration for a multi-campus system is important if the college is to retain in the years ahead the vigor for innovation, educational experimentation, and community service for which it has been noted in the past.

B. At present, one finds that CCC is a part of the higher education systems in the State of Illinois (Exhibit I). As seen from this organizational chart, the Board of Higher Education and the Illinois Junior College Board are indicated as exercising only a coordinating function.

The Board of CCC has approved and amended on several occasions the organizational framework of the central administration as well as the local campus administration (Exhibits 2 and 3). Actually, the administration at a local campus as indicated in Exhibit 3 has never been implemented to this date.

One of the most critical problems that stems from this organization, or any other that involves a multi-campus system, is that of oppressive and excessive central controls that have a tendency to develop. In this day and age we are witnessing pressures exerted by both student and faculty groups to have a voice in the decisions that control their particular college. This concept is best summarized by the description of local autonomy. The concept of complete central control is simply referred to as centralization.

In recent months there has been impetus given to more and more local autonomy by various groups within the college. There are even suggestions by some that the present district be fragmented into eight, ten, or twelve local boards, which would in turn determine their own educational programs, budgets, etc. This is the complete antithesis of a strong central control, but at present may not be possible without a change in the existing statutes of the State.

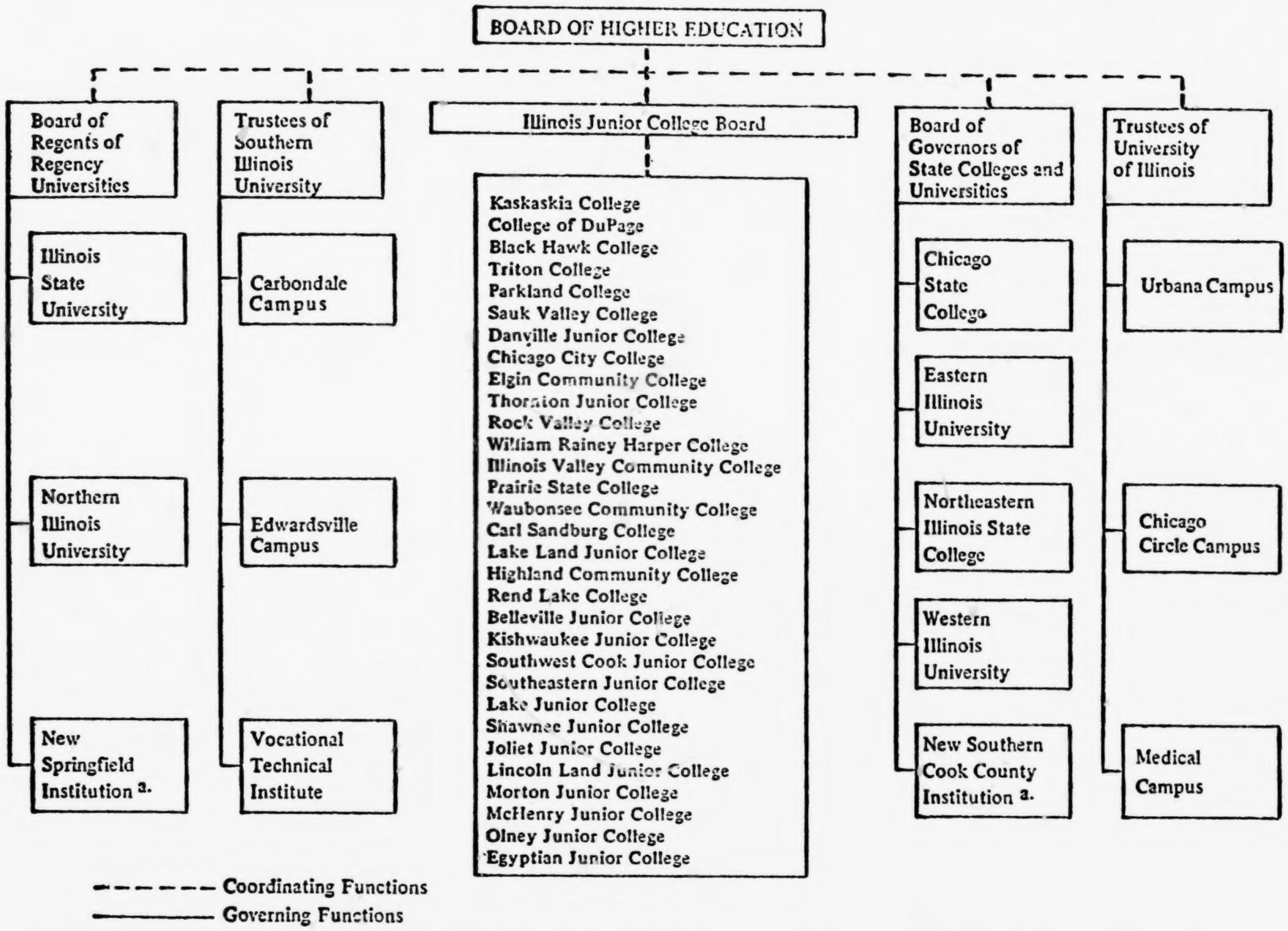
C. In order to acquire this organizational framework it must be presented to the Board by the Chancellor and adopted by them. After that it is the responsibility of the Chancellor to move with all possible speed in implementing the design.

D. This whole topic of administration and organization is closely intertwined with faculty, students, and governance. In the present ers we are all aware of the student demand for a greater involvement in the operation of their colleges. To what extent the Chancellor and the Board accept the philosophy of student and faculty involvement, and to what extent they delegate some of the authority granted them, the author is unable to assess.

However, it should be pointed out that in the era in which we live, and in order to solve through education some of the gigantic social problems that are currently present in an urban community, it is imperative to allow both students and faculty a voice in the governance of the college.

EXHIBIT 1

ORGANIZATION OF HIGHER EDUCATION SYSTEMS IN ILLINOIS


BOARD OF HIGHER EDUCATION
Board of Regents of Regency Universities
Illinois State University
Northern Illinois University
New Springfield Institution a.
Trustees of Southern Illinois University
Carbondale Campus
Edwardsville Campus
Vocational Technical Institute
Illinois Junior College Board
Kaskaskia College
College of DuPage
Black Hawk College
Triton College
Parkland College
Sauk Valley College
Danville Junior College
Chicago City College
Elgin Community College
Thornton Junior College
Rock Valley College
William Rainey Harper College
Illinois Valley Community College
Prairie State College
Waubonsee Community College
Carl Sandburg College
Lake Land Junior College
Highland Community College
Rend Lake College
Belleville Junior College
Kishwaukee Junior College
Southwest Cook Junior College
Southeastern Junior College
Lake Junior College
Shawnee Junior College
Joliet Junior College
Lincoln Land Junior College
Morton Junior College
McHenry Junior College
Olney Junior College
Egyptian Junior College
Board of Governors of State Colleges and Universities
Chicago State College
Eastern Illinois University
Northeastern Illinois State College
Western Illinois University
New Southern Cook County Institution a.
Trustees of University of Illinois
Urbana Campus
Chicago Circle Campus
Medical Campus
Coordinating Functions
Governing Functions

This institution is authorized but not funded. Its inclusion in the designated system is being recommended by the Board of Higher Education.

Illinois Board of Higher Education
The Board Reports..., Vol. I No. 1   March, 1968

EXHIBIT 2

CHICAGO CITY COLLEGE

Board of Junior College District No. 508, County of Cook and State of Illinois

ORGANIZATION CHART *

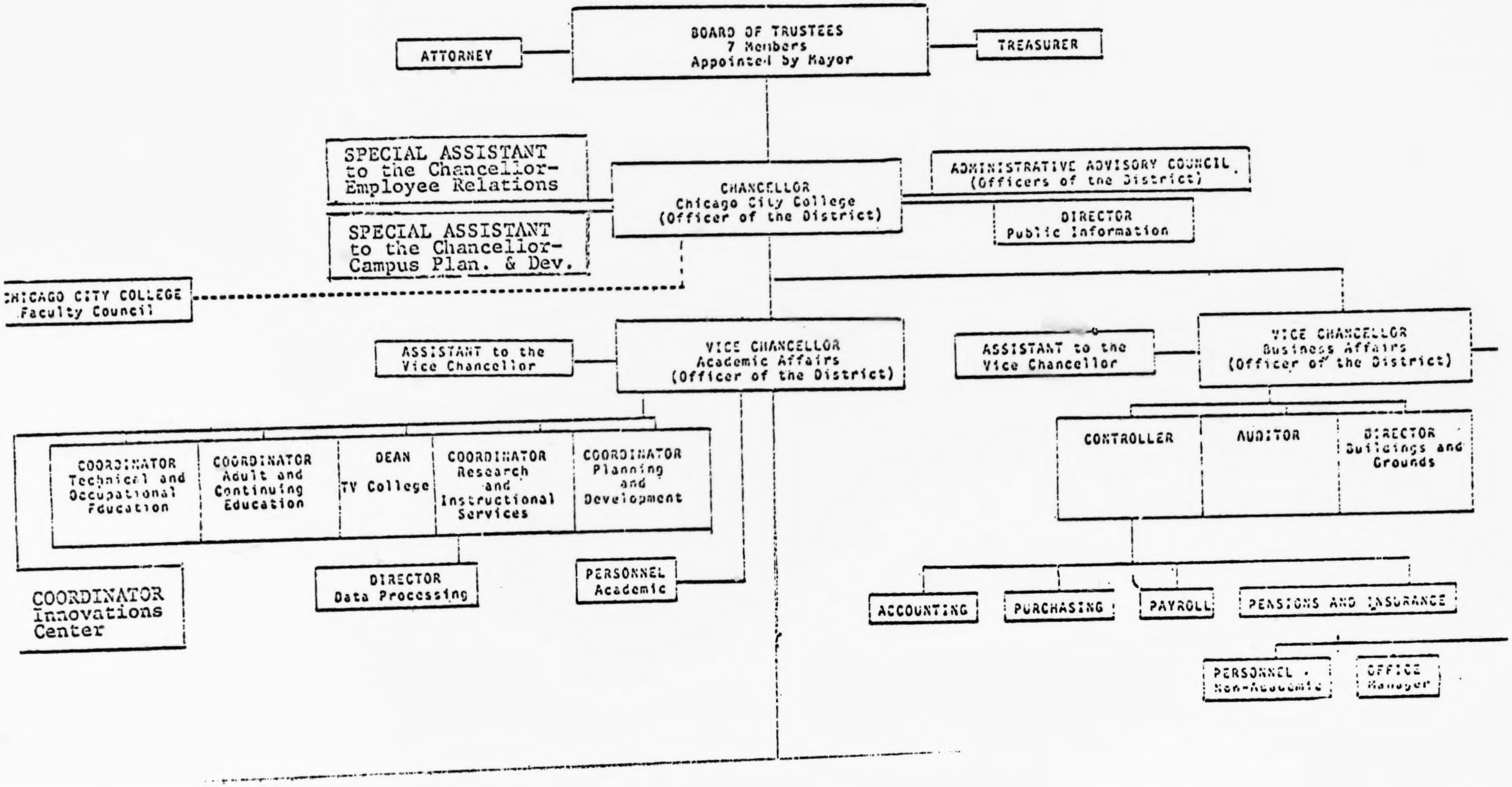
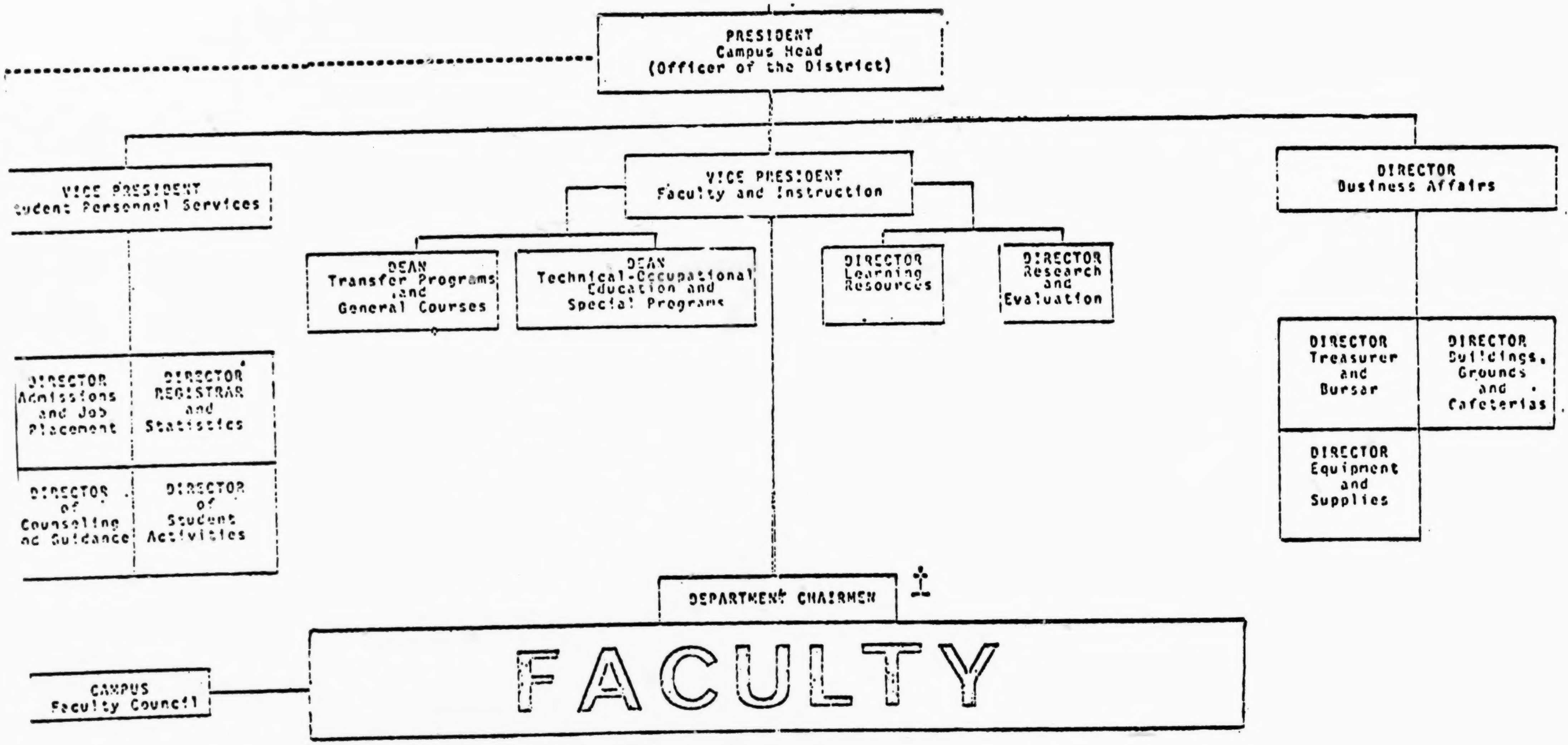

BOARD OF TRUSTEES
7 Members
Appointed by Mayor
ATTORNEY
TREASURER
SPECIAL ASSISTANT to the Chancellor-Employee Relations
SPECIAL ASSISTANT to the Chancellor-Campus Plan. & Dev.
CHANCELLOR
Chicago City College
(Officer of the District)
ADMINISTRATIVE ADVISORY COUNCIL
(Officers of the District)
DIRECTOR
Public Information
CHICAGO CITY COLLEGE
Faculty Council
ASSISTANT to the Vice Chancellor
VICE CHANCELLOR
Academic Affairs
(Officer of the District)
ASSISTANT to the Vice Chancellor
VICE CHANCELLOR
Business Affairs
(Officer of the District)
COORDINATOR
Technical and Occupational Education
COORDINATOR
Adult and Continuing Education
DEAN
TV College
COORDINATOR
Research and Instructional Services
COORDINATOR
Planning and Development
CONTROLLER
AUDITOR
DIRECTOR
Buildings and Grounds
COORDINATOR
Innovations Center
DIRECTOR
Data Processing
PERSONNEL
Academic
ACCOUNTING
PURCHASING
PAYROLL
PENSIONS AND INSURANCE
PERSONNEL - Non-Academic
OFFICE Manager

EXHIBIT 3


PRESIDENT
Campus Head
(Officer of the District)
VICE PRESIDENT
tudent Personnel Services
VICE PRESIDENT
Faculty and Instruction
DIRECTOR
Business Affairs
DEAN
Transfer Programs
and
General Courses
DEAN
Technical-Occupational
Education and
Special Programs
DIRECTOR
Learning
Resources
DIRECTOR
Research
and
Evaluation
DIRECTOR
Admissions
and Job
Placement
DIRECTOR
REGISTRAR
and
Statistics
DIRECTOR
of
Counseling
nd Guidance
DIRECTOR
of
Student
Activities
DIRECTOR
Treasurer
and
Bursar
DIRECTOR
Buildings,
Grounds
and
Cafeterias
DIRECTOR
Equipment
and
Supplies
DEPARTMENT CHAIRMEN ☨
FACULTY
CAMPUS
Faculty Council

⁕ For a fully-developed campus.

☨ The specific departments and their number will tend to be similar among the campuses, but they may vary somewhat from campus to campus because of the unique character of the campus and the nature of the educational program.

—— Line Relationship ---- Advisory Relationship

1968

Adopted 8/23/66 Board Report No. 34
Amended 8/8/67 Board Report No. 278
Amended 11/29/67 Board Report 345
Amended 5/7/68 Board Report No. 472

11. A Note on Community Services

A. By Community service we mean "the various services and activities which an educational institution may provide for its community to strenghten and enrich the life of the individual and the community".

One of the foremost problems confronting CCC is a definition of the "community". On one hand the community is defined by the boundaries of the City, and is properly the "community" of CCC. On the other hand, one finds within radial distances of each college, unique aspects of that particular community. It is necessary then for CCC to recognize that there will be demands for special services and activities by the community immediately surrounding a particular campus, and that these services may not be found at any other college in the system.

Another problem that must be faced is the extent that demands for these services will drain limited financial resources. It is cruel on one hand to raise the hopes of residents in a community by suggesting the college will provide services not yet offered by any other agency, and then to implement these programs in a limited degree because of lack of funds and suitable facilities in which to operate.

B. At the present time CCC is moving to extend their offerings and services to a greater degree than in the past. However, most of the colleges within the system are extremely limited because of lack of funds and physical facilities. Requests, for example, to use our facilities for meetings, concert groups, etc., on Sunday, or other "off-beat" hours would have to be denied at most of our campuses. This is so because we are not the masters of the buildings in which we are housed. Finally, many of our campuses do not as yet have a person who devotes his full-time and energy to contact and elicit responses from community leaders.

C. In order to furnish more service than has been provided in the past and to ensure its relevancy to the community, the following recommendations should be implemented immediately:

1. Every college should have one person to whom the organizing and developing of community service programs is his only responsibility.

2. Every college should have its own advisory committee composed of civic leaders in the community. This committee ought not to be composed of faculty members in the college, but residents and community leaders who represent as broad a base as possible. One of the chief functions of the person referred to is to organize such a body and see that it is really representative of the community.

3. This advisory body could not only serve to make recommendations to the college on the services desired by the community, but it could determine priority programs when there is a question of limited funds or adequate space.

4. In a survey taken of various community groups, suggestions were made for the college to furnish various kinds of service to the community. Some of the most common recommended which could be supplied at every campus are:

   a. to provide meeting halls and lecture rooms for community groups,

   b. to provide a food service area for community dinners and lunches,

   c. to provide workshops, lectures, debates, forums, etc., at which various "experts" could be furnished to keep the citizenry informed of current community issues,

   d. to provide lectures and programs oriented to serving the retired or pre-retired person. Among these can be included day adult education classes for the retired,

   e. to provide programs fitted for the high school drop-outs of 17 or 18 years of age,

   f. to provide counseling and referral services to all in the community who would choose to use them,

g. to provide a cultural center and cultural program for the community,

h. to provide adult enrichment classes,

i. to provide physical education facilities for the community,

j. to provide a lecture bureau service for use by community groups,

k. to provide a tutoring service utilizing student and/or faculty volunteers,

l. to provide student volunteer service for community groups,

m. to provide leadership training programs, and

n. to provide a center for GED testing.

D. The specific steps to implement some of these activities and services have already been alluded to in the previous section. To be more specific:

1. By July 1, 1969, every campus should have someone designated to be the community service director

2. By September 15, 1969, every campus should have formed a local advisory committee. This board would meet periodically and recommend specific programs for the college.

3. Since the advisory committee would have been assembled in early fall, they can be briefed on the status of the 1970 budget for that particular campus. In light of their recommendations and priority suggestions, adjustments may be possible in the tentative budget.

4. In the Spring and early Summer of 1970, these committees can evaluate the community service programs offered in the past by the college, with the idea of continuing and expanding those which are necessary, changing those programs where suitable, and eliminating those which are not effective.

E. This area of community service is somewhat involved with students and student services as well as financial. The latter comes in to play because of course one must face the reality of a limited budget, and given this limitation, to what extent are funds transferred from other educational programs to provide for the services and activities required by a well-functioning and viable community services program.

12. A View on Decentralization

The process of local autonomy has advanced rapidly in Chicago City College during the past three years. At some campuses local firing of teachers has become a reality. We may as well institutionalize local hiring and firing under the supervision of the Board of Junior College District No. 508, County of Cook, State of Illinois. It is recommended that a local board be organized for each campus with advisory powers or other powers delegated it by the Board.

The Board of Junior College District No. 508 would continue to raise and allocate funds, develop policy, equalize dollars per pupil in the several campuses and develop hiring, firing and promotion standards.

The Local Board

1. Would determine its own program within the over all policies of the Central Board.

2. Would determine its own budget within the funds alloted to it based on its own program.

3. Would hire and promote its own staff within the guidelines set by the Central Board.

4. Would build and equip its own buildings within the guidelines set by the Central Board.

5. Would make its own mistakes and would therby learn the democratic process. By having eight boards instead of one, we are immediately multiplying by eight the number of persons becoming educated in the process of running a community college.

First Steps

1. Board #508 makes the announcement.

2. The Mayor makes the announcement.

3. The Campus Heads meet with students and community leaders and tell them the new plans: "We can determine our own program. This means you will have a say in deciding what we have here next year or the year after. We have been allocated $1,000,000. We can spend it in the following ways...How much do you want to spend for counseling? How much for math?..." A board would be appointed. Administration, teachers, students and other citizens would talk to the board and by a given deadline decisions would be made. Local boards would be offered training and would be helped by the Central Board.

13. Learning Resource Centers

The Chicago City College has entered a new period of autonomy of direction and expansion. We must design the role that instructional materials, libraries, audio-visual facilities, and the new technology will play in achieving our present and future goals. The following suggestions are concerned with current needs as well as with the future needs of our new campuses in the 1970's and 1980's. The suggestions are grouped as follows: A. General statement B. Administrative plans C. Physical facilities D. Staff E. Technological advances F. Involvement in instruction G. Role in the community H. Goals.

A. General statement

The Learning Resources Center is a basic and integral educational unit within each campus of the Chicago City College.

Each Learning Resources Center derives its basic philosophy from the general purpose of the corporate institution it serves--the Chicago City College--and of the individual campus of which it is a part. The College provides programs of up to two years of education: for some students it is preliminary to transferring to another institution for further training; for other students it is a terminal vocationally-oriented program; and for other students it is an indefinite and often continuing program of adult and community education. Because the character and objectives of individual campuses vary from one another, the specific philosophy of each Learning Resources Center will vary accordingly.

The following statement of philosophy reflects those facets which are reasonably valid for all campuses in the system.

I. The Learning Resources Center serves as a repository for the learning resource materials of the college and the campus which it serves.

The collections provided by the Center contain all types of materials including but not limited to, books, periodicals, pamphlets, microfilms, films, slides, filmstrips, recordings, audio tapes and video tapes. It will also contain the necessary equipment for the effective use of all types materials which it collects.

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[1] "Learning Resources Centers" are the libraries and audio-visual centers of the colleges. They are usually organized into single, combined units but they may be separated into two or more individually administered departments. For simplification, the terms, "Learning Resources Center" and "Library" are used interchangeably.

The Learning Resources Center also serves as a central reference source on all types of learning and resource materials. It contains bibliographies, catalogs, and other sources of information concerning the materials which are not locally available, and it helps to determine which of these materials should be purchased, rented, or borrowed.

II. The basic functions of the Learning Resources Center are:

1. To secure, organize, and service library materials of all types which are used in the instructional and research programs of the campus.
2. To provide the physical facilities and equipment for the most effective use of library and audio visual resources.
3. To help in the instruction of students in the effective and efficient use of the Center and of its materials.
4. To encourage students to develop the habit of self-education in order that books and libraries may contribute to their intellectual development and personal enjoyment in future years.
5. To encourage extracurricular use of library materials.
6. To encourage, assist and cooperate with faculty members in their instructional and research programs.
7. To keep abreast of current developments in the library and audio visual fields and use them whenever they can substantially increase the effectiveness of the Center.
8. To cooperate with other libraries in the community (particularly the Learning Resources Centers of the other campuses) in providing library services and resources.

The Center is primarily a teaching instrument. The professional staff, administrative organization, and physical facilities are so planned as to implement teaching and learning by the use of all types of library and audio visual materials. The library faculty consists of educators who teach persons individually and by organizing the resources of the Center according to a well-defined program.

To promote cordial relationships within the campus and the college, members of the Learning Resources Center staffs are encouraged and expected to participate in campus, city-wide, state, and national activities and committee work. Every effort should be made to involve the Learning Resources Center staff, the entire faculty of the campus, the students, and the campus administration into serving as advisors on the needs of the campus, thus enabling the Learning Resources Center to accurately and adequately serve the needs of the entire college community.

III. The Learning Resources Center of each campus conforms to the established Chicago City College concept of local autonomy for the operation of services. Only in this way can the Center hope to serve the needs of its own campus adequately. The Centers recognize that there are some types of city-wide coordination which cannot be ignored. They plan to work with the staffs of other Centers, the central Chicago City College administrative offices, and city-wide committees of library and audio visual personnel to develop programs of mutual interest and concern. All such cooperation and coordination will work towards the end of improving services for each individual campus and is not intended to displace the local autonomy of the Centers nor their individuality in serving the unique needs of their own campuses.

B. Administrative planning is essential to achieve the over-all goals of the CCC Learning Resources Centers. A Learning Resources Committee made up of CCC librarians and audio-visual personnel has been set up to study and plan present and future developments of our libraries. In the area of administrative planning, this committee has recommended that a qualified person with high administrative rank be appointed as soon as possible. This person would work closely with the central administrative offices and the Learning Resources Committee in establishing policies and implementing them at the individual campuses. Such an appointment should be mutually agreeable to the Learning Resources Committee and the central administration.

C. Adequate physical facilities are fundamental to the efficient and successful operation of libraries and audio-visual centers. Our current libraries are hopelessly inadequate in size and facilities. Until our new campuses are completed, there must be some expansion of library areas and an increase in facilities wherever possible. In respect to our new campuses, it is strongly urged that the existing Library Planning Committee be the principal planning agency. For each new campus, this committee must see that more than minimum standards are met and that the new library facilities have all the requisites to meet the needs of the colleges in the future. The committee must work closely with the central administration, the architects, outside consultants, and experts in all fields of library and audio-visual work.

D. The libraries and audio-visual centers must have adequate trained personnel if they are to operate efficiently. This is a current problem of all our libraries,[2] but it must also be recognized that proper staffing is absolutely essential to the modern Learning Resources Centers that we are now designing and building.

For our new campuses, the Chicago City College must have large Learning Resources Centers to accommodate the large numbers of students, the comprehensive educational program, large library and audio-visual collections, new technological devices, and a very wide range of services. It must be recognized that according to national library standards, with the kind of services expected that each campus Learning Resources Center must have the following minimum staff:

15 or more library and audio-visual faculty
20 or more clerical persons
10 or more technical persons

E. The CCC Learning Resources Committee has undertaken an investigation of the roles that the new technological advances in communication and instructional materials and devices will play in our Learning Resources Centers and in the academic programs these centers serve. Data processing, advanced miniaturization, programmed learning, electronic tutorial devices, television and other modern technological developments will be important tools of our new centers. The faculty and administration must investigate what these advances can do for our educational programs, forecast their uses, and fit them into the future of the Chicago City College.

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[2] In a recent survey, we have found that our campus libraries need the following personnel immediately to operate at minimal efficiency:

	Faculty	Clerical and Technical
Amundsen-Mayfair	1 (Librarian - Evening)	2 (1 College Library Assistant) (1 College TV Technician)
Bogan	1 (Librarian - Daytime)	2 (1 College TV Technician) (1 College Library Assistant)
Crane	1 (Librarian - Reference)	1 (College Library Assistant)
Fenger	2 (Librarians - Technical Processes)	2 (College Library Assistants)
Loop	1 (Librarian - Technical Processes)	2 (College Library Assistants)
Southeast	2 (1 Librarian - Evening) (1 Librarian - Audio-Visual)	2 (College Library Assistants)
Wilson	2 (1 Librarian - Evening) (1 Librarian - Daytime)	3 (2 College Library Assistants) (1 College TV Technician)
Wright	1 (Librarian - Technical Processes)	4 (3 College Library Assistants) (1 College TV Technician)

F. The Learning Resources Center exists primarily to aid instruction. If the centers are to do this effectively, widespread programs must be undertaken to help the faculty know about the services and resources of the centers and the advantages of their use in classroom and supplemental instruction. Much of this work may have to be done at the local campus level. Instructional materials and their uses should become a more essential part of curricular and departmental planning. The campus library staffs must be given ample time and resources to work with the faculty on curricular matters. In turn, the centers should be given budgets ample to provide the faculty and students with the materials and equipment needed. The central administration can play a very important role in implementation through its office of the Vice-Chancellor for Academic Affairs and through its sponsorship of planning conferences and other means. The Chicago City College Faculty Council (CCCFC), the campus faculty councils, the Union, and other faculty groups can be very important in various aspects of these programs.

G. The Chicago City College intends to play an important and vital role in its community. The Learning Resources Centers can contribute greatly to this role. Aside from assisting the colleges in their community programs in the same ways that they assist them in their academic programs, the centers may be able to provide services to the communities on their own. For example, the facilities of the centers could be opened to the public, or certain portions of the public, under certain conditions. The materials, books, and films could be made freely available to the people of the community either directly or through their organizations. The television, communications, material production, and other audio-visual facilities may be able to provide useful services to the organizations of the community. Since there are important implications for the planning of physical facilities such as location and size of certain areas involved in community planning, it is important that investigations into this matter begin as soon as possible.

H. Modern Learning Resources Centers should be created to help achieve the goals of the CCC. They should be given the means to help accomplish the objectives of the Planning Conferences and the goals set by the CCC Master Plan. The Learning Resources Centers can play vital roles in community and extra-curricular affairs. The centers will only be as effective as they are allowed to be. With intensive planning they can truly become effective instruments in the educational programs of the Chicago City College.

14. Physical Education

PHYSICAL EDUCATION POLICY PAPER FOR THE MASTER PLAN

INTRODUCTION

The Physical Education Council of the Chicago City College presents this policy paper to the Master Plan Committee to be used as a guide in establishing an effective and worthy Health, Physical Education, and Recreational program for the next five years.

The legal goal and requirements for Physical Education are stated in the Illinois School Code: organic vigor, bodily and emotional poise, neuromuscular training, prevention and correction of postural defects, strength and endurance, moral and social qualities, school and life hygiene, scientific supervision for a safe and healthy school environment, and required corrective, elective, and major Physical Education courses and activities needed to implement the program.

These goals and requirements are obtained in programs which consider the characteristics of college students. Physical characteristics are: growth is nearly complete except for weight gain; approaching period of greatest strength which is reached at age 24; skeleton ossification complete making postural correction difficult; coordination reaches its peak; endurance capability is great after training and reaction time is best at this age. Psychological characteristics are: prefer to specialize in a few activities; women prefer individual and dual activities; great interests in opposite sex reflected in popularity of co-educational activities such as social dancing, golf, tennis, badminton, volleyball, archery, and bowling. Men continue to be interested in combative and team sports although there is a decline in the number and variety engaged in; strong tendency to give up sport participation if not required or motivated; and a great interest in personal appearance and physical development.

This policy paper for Physical Education is presented after consideration of legal goals and requirements, and the physical and psychological characteristics of college students. The five areas implementing the programs are: Required Physical Education, Major Programs, Intramural Athletics, Intercollegiate Athletics, and Community Recreation.

1. Required Physical Education

All students are required to enroll in Physical Education: two half credits or a one credit course, as each campus directs, for all students who are full time in any program. The student must take one semester credit of Physical Education every semester until the student completes four credits. Transfer students must show equivalent course completion on their transcripts to be excused from any or all of the four hours requirement. Veterans of the Armed Forces should not be excused from this requirement as there is much they can learn from these courses which will help them adjust to civilian life. Veteran status in itself is no evidence that a student has learned activities helpful to him as a college trained individual.

A physical examination by a school physician should be required of all students to determine their capabilities and limits in Physical Education with such facts made a part of their permanent record folder. A well-equipped health service should be maintained on each campus with a registered nurse available at all times. A hospitalization plan should be made available to all students.

Major emphasis on an expanded program of lifetime or carry-over sports and activities should be reflected in each program of courses. Co-educational sports and activities ahould receive high priority when planning programs.

Grades of these courses should be entered into the all-college point average as they reflect progress and attainment in the same way as any other course.

Evening courses for adults should be offered in order to meet a community need for developing recreational skills.

Those students with a disability verified by our physician must take a restricted activities course two hours per week for one credit, performing those activities prescribed in a written statement by the physician.

2. Major Programs

Chicago City College offers one and two-year programs leading to positions in areas of Physical Education, Recreation, and Health. The two-year program of Physical Education and Recreation provides the student with an opportunity to enter the field of recreational aides in agencies and/or to continue on to a four-year college major program for the bachelors degree.

The one-year Recreation program is a terminal preparation for the student interested in working in those agencies looking for such a person. The emphasis here should be on a co-operative basis of practical application. The student's time should be divided into fieldwork at various agencies in the community, and on academic recreation courses.

The Health program provides the student with two years of instruction and practical work in the fields of applied or technical health fields leading to positions in the community or for continuing to a four-year college for the bachelors degree. Additional courses and facilities will be needed after planning with medical schools.

3. Intramural Athletics

An adequate intramural athletics program provides a wide variety of athletic and recreational competition to meet the needs and interests of all students. If offers fair competition for every student who desires to participate. It provides opportunities to develop leadership organizational skills, officiating, physical, mental, social, and emotional learnings.

A city-wide intramural board of an intramural director from each campus should be established to plan programs. A local intramural board at each campus with student participation is needed to establish and enforce rules,plan, and carry through the program.

Individual and team competition of a wide variety should be stressed. Each campus should provide sufficient space and time for both day and evening students to engage in intramural athletics. The intramural director should be a member of the Physical Education staff and assigned hours for intramural athletics on the same basis as coaches.

The round robin tournament should be used to enable every team to play every other team once or even twice to provide maximum competition. A consolation bracket is recommended to permit losing teams or individuals a chance at a third place award.

Any student enrolled should be eligible for intramural events. Varsity athletes should be restricted from the intramural sports of their speciality and from all intramural sports during their season of varsity competition.

Students from the Sports Officiating class should be used as officials for intramural events whenever possible.

Ample publicity is needed to carry out the intramural program to include notices in the campus bulletin, campus newspapers, posters, and bulletin board displays.

Awards and equipment should be provided for an Intramural Budget derived from the Student Activity Fee. Such a budget will be relatively small as payments for officials, appropriate but not lavish awards; other expenses are light in relation to the thousands of students who will benefit.

4. Intercollegiate Athletics

Intercollegiate athletics are a logical part of Physical Education in that it is an elective activity which meets the psychological needs of students at a time of greatest physical capability. Athletics contribute to the entire college community by providing a rallying activity which all can attend thus unifying students, staff, families, and friends in health, interesting, and exciting competition which brings out pride of achievement, respect for rules, and a meeting ground to further social contacts with other colleges.

The Physical Education Department Director should also be the Athletic Director with all coaches members of the department. Coaches should teach courses and coach sports of their specialty with weekly hourly requirements totaling 16 hours on a formula to be decided by the director and members of the department based upon mutual agreement. No coach should work on two sports in the same season. Sports with large numbers participating should have as many coaches as necessary to insure adequate instruction and supervision. A team trainer who is a member of the department must be present at all practice sessions and competition in those sports potentially dangerous. A team physician must administer required physical examinations prior to the issuing of uniforms and attend those contests where injuries can be expected. The college should provide athletic insurance for players and coaches in the event of injuries or death while participating or traveling.

Funding from the Student Activity Fee should be adequate to provide for the best equipment and uniforms, safe means of travel, and food and lodging while on trips. Award banquets are an important part of Physical Education and should be held as often as necessary.

Press coverage by each campus and the college public relations department writers and photographers is required to provide appropriate acclaim.

Releases to Chicago and neighborhood newspapers should be prompt and complete.

Contests which draw large numbers of non-students should have an admission charge. Students will be admitted free upon presentation of the college identification card at all home contests.

Each campus must have practice and competition facilities of its own or be located nearby in a public facility which provides safe and wholesome play areas, lockers, and parking.

The National Junior College Athletic Association Rules of Eligibility (and national level competition) provide appropriate student rules and guides for establishing programs. Region IV of the NJCAA, provides competition leading to national championships for winners. The Illinois Junior College Conference establishes rules and leagues for each sport. The Chicago City College campuses are now in the Northern Illinois Junior College League which provides competition leading to the Region IV events for winners. Realignment of all new campuses is to be expected; resulting in North, Northwest, West, South, Southwest, and Loop campuses, to be placed in their nearest geographical sections. They should not be grouped in a city section. Each campus must decide for itself what sports they will engage in based upon the individual capabilities, interested students, facilities, and funds.

No sport should be omitted because of the arbitrary decision of a campus administrator or athletic director. All sports recognized by the NJCAA for national competition should be considered by every campus. These sports are:

FALL	WINTER	SPRING
Football	Basketball	Baseball
Soccer	Swimming	Outdoor Track
Cross Country	Indoor Track	Tennis
	Wrestling	Golf
	Gymnastics	Lacrosse (future)
	Rifle	
	Skiing (future)	
	Hockey (future)	
	Fencing (future)	

Women Athletic Associations at each campus will determine what intercollegiate sports to be engaged in or an informal basis as no national or local competition occurs now. Such informal competition should be supervised by a member of the Women's Physical Education department and should receive adequate funds from Student Activity Fees. Future competition by women is to be expected and planned for by each campus.

Outdoor facilities are the most crucial need. Every campus should insist upon a 440 yard all-weather track, a football-soccer field inside the track, and tennis courts as a minimum requirement. Adequate lighting and fencing is essential for these areas in order to have evening practice and competition in a safe environment.

Budgets to operate existing programs are about $20,000 for the school year. A 15% yearly increase is to be expected due to inflation, additional players, and competition. The four sports of football, basketball, baseball, and track (cross country, indoor, and outdoor) are the most expensive but provide the greatest participation by students and community interest. These four sports should be a part of every campus intercollegiate athletic program. The other sports are important to those students interested in them and each campus should consider their earliest addition.

5. Community Recreation

People in the community will support each campus more vigorously and consistently when permitted to actively participate in the offerings of the Physical Education department. The campus should be a co-member of all recreational resources of the community. The proper use of leisure time in a creative, expressive, and satisfying way is a worthwhile goal.

Programs should be varied in scope to meet the needs of students after school hours and during vacations as well as non-student adults desiring to participate in sports or recreational activities. These should include formal classes, informal play, individual physical conditioning, and social activities. Adequate facilities, both indoor and outdoor, and instructors should be provided. Major students should serve as supervisors as part of their requirements.

CONCLUSION

This policy paper makes great demands upon the College in terms of personnel, facilities, equipment, and operating funds. The specifications for a new campus or for the improvement of an old campus to meet these requests should be:

1. A staff of twelve men and six women for a total of eighteen.
2. Twelve indoor teaching stations for basketball, track, wrestling, dancing, gymnastics, swimming and diving, table tennis, two academic classrooms, restrictive activities, and weight-lifting.
3. Six outdoor stations for baseball, tennis, archery, track, football-soccer, and softball.

These specifications represent the minimun facilities and staff needed. A community college which serves the people of its community can find justification for the activities of the Physical Education department in the thousands of participation hours which brings college level courses, major programs, intramural and intercollegiate athletics, and community recreation to its students and adults.

4-18-69

15. Student Personnel Services at CCC

Chicago City College is a new institution and student personnel work is a new profession. It is obvious that the challenges that Chicago City College face within the next decade are formidable. If the goals and objectives of this multi-campus urban institution of higher learning are to be met, careful preparation and sound planning must be accomplished. The importance of the tasks commonly defined as "student personnel services" to the achievement of the college's goals and objectives have been generally accepted. There are those (Medsker, McConnell, Cosand) who believe that these services represent the core of the college program and that without a minimal degree of success the college is doomed to fail at achieving its full potential. Although there is general agreement that the student personnel program is an area of key sensitivity, the two-year Carnegie Project for Appraisal and Development of Junior College Student Personnel Programs reports the dismal record of achievement.

A. Three-fourths of the junior colleges in the country have not developed adequate student personnel programs.

B. The counseling and guidance functions of the student personnel work are inadequately provided in more than one-half of the colleges.

C. Those functions designed to coordinate, evaluate and upgrade student personnel programs are ineffective in 9 out of 10 institutions.

D. Many student personnel programs lack professional leadership that might enhance development.

E. The vast majority of programs are operating with insuffient number of trained staff members.

F. Nature and purpose of student personnel work have not been effectively interpreted to board members, administrators, faculty, or the community.

G. The favorable climate for development is lacking in most cases.

H. Criteria and related sources on comparable data for evaluating the student personnel programs are almost nonexistent.

PROBLEM

The need for a clear understanding of the current status of student personnel programs at the Chicago City College has led to this undertaking. No formal institutional efforts exist at Chicago City College to evaluate counseling, advisory programs, financial aid services, orientation, placement, admissions, registration, or student activities. In-service programs for student personnel educators are nonexistent. Defined rationales for budgeting and staffing or even statements for the objectives of the various student personnel programs are lacking.

Thus the intentions of this project are to be viewed as two-fold.

1. Long Range
    A. To gain the understanding and support of board members, administrative colleagues, teaching faculty and students of Chicago City College.

B. To stimulate professional growth and awareness among student personnel educators and staff members.

2. Immediate
   A. A statement of philosophy of student personnel services in an urban, community college.
   B. Definition and clarification of functions.
   C. Evaluation of student personnel programs at the individual campuses of Chicago City College.

PROCEDURES

Understanding that the long range objectives of this project are at this time impossible to measure but are certainly worthy goals, a number of strategies were employed. After consultation with each of the eight student personnel deans concerning the objectives before us, concensus was reached with reference to the following:

Philosophy and Functions

To be sure, a total understanding of student personnel programs and philosophy by the college was impossible until a clear understanding of such by the student personnel staffs was developed,accepted and articulated. At a time when such dynamic change is taking place within the student personnel area and when students are becoming more and more actively involved it was agreed that a logical starting point would be a statement of philosophy. Once this statement had been developed, articulated, and accepted, further statements regarding roles, functions, staffing and new programs would be appropriate.

Program Evaluation

It was agreed that an evaluation of specific student personnel functions by specific groups would be of value in that the results of such an evaluation could serve as a discussion base with administrators, faculty and students in order to elucidate purposes, programs, functions and needs of student personnel services.

Staffing Survey

It was agreed that a staffing study should be made to provide some comparative data.

In-Service

Each student personnel dean agreed to submit a request for in-service monies to help upgrade staff members and to increase professional growth and awareness.

Consultants

It was decided to encourage the use of Consultants to assess the strengths and weaknesses of the student personnel programs at CCC and to make specific recommendations based upon these assessments.

PROGRESS REPORT

A. Philosophy and Functions

On August 9, 1968 the Council of Student Personnel Deans appointed a sub-committee on Philosophy and Functions. This committee was given the charge of drafting a statement for adoption by the Council in general. Once accepted by the council it would be channeled to the board and accepted as an official statement of philosophy. Appendix "A" includes examples of the working document. As of May 1, 1969, the statement has been reworked several times to reflect comments by students, other administrators, faculty and outside counsultants. It is due to be properly processed and accepted as the official college position with regards to "Principles and Corollaries for a Philosophy of Community College Student Personnel Services".

I would like also to point out that the working sessions proved a valuable in-service experience for many of the deans. Prior to assuming their present positions (earliest July 1967) none of the deans had had similar experience and only one dean had professional preparation in the general area. After one particularly stimulating session, two deans approached me separately each enthusiastically commenting on the fact that they found the sessions stimulating and very worthwhile.

B. Program Evaluation

The purpose of a program evaluation was to provide relevant data about the student personnel program upon which meaningful community discussion could take place.

In consultation with Drs. Max Raines, Marie Prahl and Walter Johnson it was agreed that the most appropriate instrument would be a revised version of the Carnegie Study, Inventory of Selected College Functions (ISCF). (See Appendix B). It should be pointed out that while ISCF was used in a national study, no effort has been made to establish the reliability of items in the instrument.

The Council of Student Personnel Deans decided that the questionnaire, in view of the objectives, should be given to three primary groups: students, faculty and administrators. Furthermore, the questionnaires should be directed toward those identifiable "power" sources within the community. Thus it was decided to include the following from each college: the president or head, the academic dean and a member of his staff, the student personnel dean and a member of his staff, the student newspaper editor, the student government president, a student-at-large, e.g., president of Black Student groups, the presidents of the faculty council and the faculty union delegate.

The questionnaire was distributed near the end of the Fall 1969 semester. Nearly ninty percent of the participants returned completed questionnaires. Evaluators ranked each function as directed. In tabulating results the following were the weighted values of the alpha characters: A=4, B=3, C=2, D=1, F=0, X=0 and Z=no value and not included.

Tables I, II, III and IV contain various data summaries meaningful for discussing.

Table I lists each of the thirty functions (one function, number 18, Intercollegiate athletics,was eliminated) and the mean score which specific groups gave that function. Also listed are the overall average or mean score for each function and the overall average or mean designated by each evaluating group.

Table II lists each of the thirty functions in rank order. It is of interest to note that 29 of 30 functions received an average score of less than good (3.00). The only function given an average rating of good was "providing a variety of clubs and activities which help students to develop their special interests and to meet other students who share similar interest (co-curricular activity.)"

Table III presents those functions which when subjected to the chi square analysis differ significantly from the expected mean. The expected mean here used is the feasible score 2.5 which on the continuum of very poor to excellent falls half way between fair (2.0) and good (3.0). Each of these twelve basic student personnel functions mean scores vary to such significant degree from the expected mean score that we cannot attribute the results to chance.

Table IV presents the overall mean rating of the thirty selected functions by evaluating groups. It is indeed interesting to note that college presidents and student personnel educators both give the highest overall mean score of 2.27. The students and the academic administration staff (including the academic dean) had identical mean scores of 1.98; faculty evaluators give the lowest rating of 1.95. Each group, however, rated the student personnel program far below a desirable score of "good" (3.0).

TABLE 1

MEAN SCORE OF THIRTY FUNCTIONS BY INDIVIDUAL EVALUATION

	1. Pre.Coll. Informat.	2. Educ. Testing	3. Applicant Appraisal	4. Student Registr.	5. Student Records	6. Acad. Regulatory	7. Applicant Consulting	8. Group Guidance	9. Student Advisory	10. Student Counseling	11. Career Inform.	12. Student Induction	13. Social Regulatory
1. Student Pers. Dean	3.2	2.1	2.4	3.1	3.1	3.0	2.0	1.7	2.7	3.4	2.3	2.1	2.4
2. Student Pers. Staff	3.1	2.5	2.8	2.9	2.6	3.0	2.9	1.3	3.3	3.3	3.0	2.6	1.6
3. College Pres./Head	2.9	2.1	2.2	2.7	3.1	3.5	2.3	1.5	2.7	2.7	2.2	2.1	2.0
4. Acad. Dean	2.6	2.0	2.3	3.0	2.6	2.6	2.6	1.6	2.4	3.1	2.4	2.4	2.7
5. Acad. Admin.	1.4	1.7	1.6	2.5	2.8	3.1	1.4	0.3	2.0	2.0	1.9	2.2	1.4
6. Pres-Fac. Coun.	2.8	1.3	1.3	2.5	2.0	3.0	2.0	1.2	2.2	1.9	2.0	1.2	0.8
7. Fac.Union Delegate	2.0	2.5	2.3	2.2	2.6	3.0	1.5	1.8	3.1	3.1	2.8	2.3	1.4
8. Stud. Newspaper Ed.	2.9	2.0	2.0	2.0	2.8	2.1	2.2	1.0	2.7	2.9	2.3	1.9	1.2
9. Pres-Student Gov't	2.7	2.1	1.6	2.3	3.3	2.7	2.0	0.7	1.9	2.0	2.0	1.0	1.4
10. Student-at-large	3.0	3.0	2.0	3.0	2.5	2.5	2.0	2.0	3.0	3.0	3.0	2.5	0.5
Average	2.83	2.14	2.14	2.58	2.77	2.90	2.11	1.30	2.59	2.75	2.37	2.03	1.67

TABLE I (continued)

MEAN SCORE OF THIRTY FUNCTIONS BY INDIVIDUAL EVALUATION

	14. Student Self-Gov.	15. Co-Curr. Activities	16. Civic Involvement	17. Recreat. Activity	19. Finan. Assistance	20. Schol. Awarding	21. Co-Op Placement	22. Graduate Placement	23. Basic Skill Diag.	24. Basic Skill Dev.	25. Health Appraisal	26. Health Clinical	27. Non-Stud. Counseling
1. Student Pers. Dean	3.1	3.3	1.7	2.1	2.9	0.7	2.0	1.3	2.4	2.1	0.0	0.6	1.5
2. Student Pers. Staff	2.7	2.7	2.5	1.9	3.3	1.5	1.6	1.7	2.6	3.0	0.0	0.5	1.4
3. College Pres./Head	3.0	3.1	2.7	2.0	3.0	1.2	1.9	1.4	2.7	3.0	0.0	0.0	1.2
4. Acad. Dean	2.7	3.1	2.1	2.1	2.3	1.6	2.1	1.7	2.0	2.0	0.7	0.6	0.8
5. Acad. Admin.	1.6	2.5	2.2	1.8	2.7	1.5	0.6	1.2	1.3	1.5	1.0	0.0	0.0
6. Pres.-Fac. Coun.	2.1	2.9	1.9	2.4	2.5	1.0	2.2	1.6	2.2	1.6	0.1	0.0	1.5
7. Fac. Union Delegate	2.5	3.0	2.1	1.9	3.0	1.8	0.4	1.0	2.9	3.0	0.0	0.0	1.0
8. Stud. Newspaper Ed.	3.1	3.3	2.8	2.5	3.6	1.6	2.0	1.5	3.0	3.2	0.0	0.0	1.5
9. Pres.-Student Gov't	1.9	3.1	2.0	1.6	2.7	2.3	1.8	1.6	2.2	1.7	1.5	0.0	1.6
10. Student-at-large	2.0	3.5	1.5	1.0	2.5	0.5	0.5	1.0	1.0	2.0	0.0	0.0	0.5
Average	2.53	3.03	2.16	1.98	2.78	1.43	1.59	1.45	2.38	2.30	0.38	0.21	1.22

TABLE I (continued)

MEAN SCORE OF THIRTY FUNCTIONS BY INDIVIDUAL EVALUATION

		28. Program Articul.	29. Program Evaluation	30. Staff Development	31. Admin. Organiz.	Average
1.	Student Pers. Dean	2.2	1.0	2.6	2.3	2.196
2.	Student Pers. Staff	2.8	1.8	2.9	3.0	2.357
3.	College Pres./Head	2.5	1.3	2.7	2.9	2.236
4.	Acad. Dean	2.5	1.3	2.0	2.9	2.189
5.	Acad. Admin.	1.5	0.6	1.9	0.3	1.701
6.	Pres.-Fac. Coun.	1.6	1.1	2.0	2.0	1.758
7.	Fac. Union Delegate	1.5	1.2	1.3	1.5	2.055
8.	Stud. Newspaper Ed.	2.5	1.5	3.0	1.6	2.171
9.	Pres.-Student Gov't	2.1	1.3	1.6	2.4	1.903
10.	Student-at-large	2.0	0.5	1.5	1.5	1.750
	Average	2.24	1.20	2.20	2.18	

TABLE II

RANK ORDER OF THIRTY SELECTED STUDENT PERSONNEL FUNCTIONS

RANK	FUNCTION	MEAN SCORE
1.	Co-Curricular Activity	3.03
2.	Academic Regulatory	2.90
3.	Pre-College Information	2.83
4.	Financial Assistance	2.78
5.	Student Records	2.77
6.	Student Counseling	2.75
7.	Student Advisory	2.59
8.	Student Registration	2.58
9.	Student Self-Government	2.53
10.	Basic Skills Diagnostic	2.38
11.	Career Information	2.37
12.	Basic Skills Development	2.30
13.	Program Articulation	2.24
14.	Staff Development	2.20
15.	Administrative Organization	2.18
16.	Civic Involvement	2.16
17.	Educational Testing	2.14
18.	Applicant Appraisal	2.14
19.	Applicant Consulting	2.11
20.	Student Induction	2.03

TABLE II (continued)

RANK ORDER OF THIRTY SELECTED STUDENT PERSONNEL FUNCTIONS

RANK	FUNCTION	MEAN SCORE
21.	Recreational Activity	1.98
22.	Social Regulatory	1.67
23.	Co-operative Placement	1.59
24.	Graduate Placement	1.45
25.	Scholarship Awarding	1.43
26.	Group Orientation (Guidance)	1.30
27.	Non-Student Counseling	1.22
28.	Program Evaluation	1.20
29.	Health Appraisal	0.38
30.	Health Clinical	0.21

TABLE III

MEAN SCORE OF TWELVE SIGNIFICANTLY DIFFERENT FUNCTIONS

	N	MEAN	X^2
Co-Curricular Activity	57	3.03	6.40*
Student Induction	57	2.03	5.04*
Recreational Activity	58	1.98	6.27*
Social Regulatory	55	1.67	15.15**
Co-operative Placement	52	1.59	17.22**
Graduate Placement	47	1.45	20.72**
Scholarship Awarding	51	1.43	23.31**
Group Orientation (Guidance)	57	1.30	32.49**
Non-Student Counseling	51	1.22	33.42**
Program Evaluation	54	1.20	36.50**
Health Appraisal	52	0.38	93.44**
Health Clinical	56	0.21	117.43**

* $P < .05$

** $P < .01$

TABLE IV

OVERALL RANKING OF THIRTY SELECTED BASIC STUDENT PERSONNEL FUNCTIONS AT CCC BY EVALUATING GROUPS

	N	Average Rating
College President or Campus Head	7	2.27
Student Personnel Staff, including Dean	14	2.27
Academic Administrative Staff, including Dean	14	1.98
Student Group	14	1.98
Faculty Group	14	1.95
All Groups Overall Average	63	2.075*

* $X^2 = 3.91$ $p < .05$

C. Staffing Pattern Survey

At the request of the Student Personnel Deans and Chancellor Shabat a staffing pattern study was undertaken. The study was completed and distributed on October 28, 1968. The model used, "Recommended Student Personnel Staffing Patterns by Administrative Units for Student Enrollments of Various Sizes" was taken from the American Association of Junior Colleges publication, Junior College Student Personnel Programs: What They Are and What They Should Be by Charles Collins, and from The Carnegie Report entitled Project for Apparisal and Development of Junior College Student Personnel Programs.

Upon examination of the survey it seems apparent that each unit is certainly lacking in clerical support. Likewise, it seems that the counseling unit, among others, is understaffed in both the professional and clerical areas. However, such figures must be understood in perspective. The following chart demonstrates that since 1963 the number of full time equivalent counselors has increased by some seven hundred percent whereas the number of students enrolled has increased by twenty-five percent. In the Fall 1965 when the student enrollment was approximately equal to the Fall 1968 enrollment, there were less than one-half the number of full time equivalent counselors. Likewise, the student-counselor ratio has been drastically reduced since 1963.

Year	1963	1965	1967	1968
Fall Enrollment	29,700	36,478	36,226	36,232
F.T.E. Counselors	7	24	34	49
Student-Counselor Ratio	1:4,242	1:1,520	1:1,065	1:740

RECOMMENDED STUDENT PERSONNEL STAFFING PATTERNS BY ADMINISTRATIVE UNITS AND FOR STUDENT ENROLLMENTS OF VARIOUS SIZES

PRESENT STAFFING PATTERNS AT EIGHT CAMPUSES OF CHICAGO CITY COLLEGE - OCTOBER, 1968

		Enrollment (Head Count)				Enrollment (Head Count)							
Administrative Unit	Staff Levels	500	1,000	2,500	5,000	Cr. (2,000)	Fe. (2,700)	A/M (3,400)	S.E. (3,600)	Bo. (4,600)	Wil. (5,000)	Lo. (7,400)	Wr. (7,800)
Admissions, Registration and Records	Registrar or admissions director	1	1	1	1	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(2)
	Professional	0	1/2	1	2	(1)	(0)	(0)	(1)	(0)	(1)	(1)	(0)
	Clerical	2	4	6	8	(5)	(2)	(7)	(9)	(5-1/2)	(5)	(7-1/2)	(13)
Guidance and Counseling	Dean of guidance and counseling	1	1	1	1	(1)	(1/2)	(1)	(1)	(0)	(1)	(1)	(1)
	Head counselor or supervisors	0	0	1	2	(1)	(0)	(0)	(0)	(1)	(0)	(0)	(1/2)
	Professional counselors	1	2	8	16	(3)	(1-1/2)	(4-1/2)	(5-1/2)	(3)	(5)	(8)	(10)
	Clerical	1	1-1/2	2-1/2	5	(1)	(1/2)	(1)	(1)	(1)	(2)	(2)	(5)
Placement and Financial Aids	Director (combined)	1/2	1/2	1	1	(0)	(0)	(0)	(1)	(0)	(1)	(1/2)	(1)
	Professional (Placement or scholarships)	0	0	1/2	1	(0)	(0)	(0)	(1/2)	(0)	(1)	(0)	(1/2)
	Clerical	1	1	1-1/2	2	(0)	(0)	(0)	(1)	(0)	(1)	(0)	(1)
Student Activities	Dean of student activities	1	1	1	1	(0)	(0)	(1)	(1)	(0)	(1)	(1)	(1)
	Professional	0	0	1/2	1	(1)	(0)	(0)	(0)	(1)	(1)	(0)	(0)
	Clerical	1/2	1	2	3	(0)	(0)	(1/2)	(1/2)	(0)	(1)	(1)	(1)
Administrations	Vice-President of Student personnel	1	1	1	1	(1)	(0)	(1)	(1)	(1)	(1)	(1)	(1)
	Admin. Ass't	0	0	0	1	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
	Clerical	1	1	1	1	(1)	(0)	(1/2)	(1/2)	(1)	(0)	(1)	(1)

Similar staffing pattern surveys will be conducted each Fall to reflect the progress and status of such administration units comprising the Student Personnel program.

D. In-Service Programs

In an attempt to establish in-service programs each dean agreed that a common approach was perhaps the most appropriate. Never before in the history of the college had in-service monies been specifically budgeted for upgrading the student personnel staff. Also it was felt that perhaps a pooling of resources would best serve the purpose at this time. It was agreed at the August 1968 Council of Student Personnel Deans meeting that each Dean would request an equivalent of 10¢ per student for in-services purposes. Also it was decided that the Office of Instructional Services should match the amount requested. Thus for a system of 36,000 students a total of $7,200 ($3,600 by campuses, $3,600 by Office of Instructional Services) was requested for in-services of student personnel staff.

As a result of a fiscal crises all in-service funds were cut for the 1969-70 budget and no funds were available. However, one campus, Southeast, was successful in beginning an in-service program for the counseling staff. This was made possible by cooperation with the City of Chicago Community Mental Health Division. The program primary consisted of Sensitivity or T-Group training for the counseling department staff.

It is also felt that the precedent of requesting funds for such purposes has been established and that the time will come when the college as a whole will recognize the importance of such requests.

E. Use of Consultants

On January 8, 1969, in response to a recommendation by Dr. Joseph Cosand, the North Central Association consultant to Chicago City College, to utilize consultants in key areas a memo was sent to the Educational Planning Council Staff. (Appendix C). That memo recommended certain recognized experts to act as consultants in the area of student personnel.

Dr. Jane Matson has been acting as a consultant for the past year and has visited each campus of the Chicago City College. Dr. Walter Johnson had visited Chicago City College on a number of occasions and has become very familiar with the overall program. Dr. Max Raines, as staff Director of the Carnegie Report has also become familiar with the Chicago City College Student Personnel Programs.

On March 20 and 21 Drs. Matson, Johnson and Raines met with a representative of the Student Personnel Deans Council and one from the Central Office staff to formulate specific recommendations for the Chancellor with respect to the Student Personnel Program at Chicago City College. That report is presently being drafted.

CONCLUDING REMARKS

Chicago City College is at a critical crossroad in its history. Can it make a meaningful commitment to the inner city it serves? Can it respond to the manpower needs of industry and business? Can it serve as a forum for community concern as a catalyst for community growth? Can the spotlight of education come to focus on the student and his development, rather than on the accumulation of course credits?

Chicago City College has risked its future on an affirmative answer to these questions. Any hope of achieving even a modicum of success in fulfilling these goals depends, to a very great extent, on the efficacy and quality of the student personnel program.

Final Revised Sub-Committee Report on Philosophy and Functions of Student Personnel Services

PRINCIPLES AND COROLLARIES FOR A PHILOSOPHY OF COMMUNITY COLLEGE STUDENT PERSONNEL SERVICES

1. A college exists chiefly to make it possible for students to mature and effect in themselves beneficial changes, intellectual and other.

   The primary focus of all the resources of the college should be on meeting the educational needs of the students.

2. The student is a person and a citizen.

   Every student has an inherent dignity.

   The student has rights and responsibilities which are not endowed by and cannot be abrogated by the college.

   Each student is unique.

3. As a person, a student functions as a whole being.

   The intellectual changes in the student cannot be isolated from other changes and states.

   A college cannot effectively cooperate with the student making changes unless it shares with him a realistic appraisal and a constant awareness of his real and total state.

4. It is the chief responsibility of the student personnel services in a college to help the student develop an understanding of himself and to help the student develop an understanding. It is expected that the learning experiences designed by the college for and with the students will derive from this understanding of the students.

5. Because the community college attracts a more diversified and heterogeneous student population, a dynamic student personnel program is most crucial in meeting the needs of the students and the objectives of the institution.

> The philosophy stated above focuses on the student and his needs as the central concern of the college. In order to implement this philosophy the student personnel services can be classified into the following functional areas.

STUDENT PERSONNEL FUNCTIONS

The student personnel functional areas are the major activities that must be carried out through student personnel services to advance the basic purposes or goals of the institution. Those areas are:

A. ADMISSIONS

Those activities designed to obtain, organize, and appraise significant background information for each student to determine (1) his eligibility for admission to the college and various courses and curricula within the college, (2) his probable chances for success in various courses and curricula, and (3) any conditions or restrictions to be imposed on his admission or re-admission.

B. ADVISEMENT

Those activities designed to bring each student into individual and continuing contact with a college staff member qualified to advise the student regarding such matters as (1) selection of courses for which the student is eligible and which are consistent with his curricular choice as well as any occupational or senior college preferences he may have, (2) evaluation of academic progress, (3) effective methods of study, and (4) identification of specific resources within the college or community.

C. COUNSELING

Those activities of professionally trained counselors designed to aid each student in (1) formulating vocational and educational goals, (2) clarifying his basic values, attitudes, interests and abilities, (3) identifying and resolving problems which may be interfering with his educational progress, and (4) identifying appropriate sources of assistance for resolving more intensive personal problems.

D. FINANCIAL AID

Those activities designed to (1) provide or identify various sources of financial assistance (e.g. loans, grants-in-aid, scholarships, etc.) for either those students whose progress or continuation may be impaired by lack of finances, or those who deserve aid on the basis of outstanding achievement.

E. JOB PLACEMENT

Those activities designed (1) to identify part-time work experiences specifically related to the educational goals of students, (2) to place students who are currently enrolled in occupational curricula in positions that are mutually productive for the student, the employer, and the college, (3) to locate appropriate employment opportunities for graduates, and (4) to provide prospective employers with placement information that may be helpful in reaching employment decisions.

F. REGISTRATION AND RECORDS

Those activities designed to (1) officially register students, (2) collect appropriate student data, (3) administer academic regulations, and (4) initiate and maintain official records of each student's academic progress and status.

G. STUDENT ACTIVITIES

Those activities designed to (1) provide opportunities and encouragement for students to participate in self-government and institutional policy formation, (2) foster development of cultural, educational and vocational opportunities which supplement classroom experiences of students, (3) encourage student involvement in service activities in the community, and (4) develop in cooperation with students those social, recreational, and leisure time activities which are appropriate to a college setting.

H. ADMINISTRATION

Those activities that are designed to provide adequate numbers of qualified professional and clerical staff members, suitable facilities and equipment and an integrated plan of organization that will foster effective development, evaluation and coordination of the student personnel service program in itself and with other components of this institution.

KEY FOR STUDENT PERSONNEL SELF-APPRAISAL FORMS

Copy No:	Directed To:
1	Student Personnel Dean
2	Student Personnel Dean Staff
3	Campus Head
4	Academic Dean
5	Another Academic Administrator
6	President of Faculty Council
7	Union Leader
8	Newspaper Editor
9	Head of Student Government
10	

Appraisal of Student Personnel Services

We need your assistance in appraising the following thirty-one identifiable functions. This request marks the beginning of a year long "self-study" of such services in an attempt to elicit a clearer understanding of the current status of the Student Personnel Programs at Chicago City College.

Based on your experiences and the experiences of your colleagues, estimate the degree of effectiveness of each service as offered at this college.

A - Excellent
B - Good
C - Fair
D - Poor
F - Very Poor
X - Not a function of this campus
Z - Cannot judge

How would you rate your campus in:

_____ 1. Providing prospective students with information about the college (courses, programs, expenses, regulations, housing, activities, etc.). (PRE-COLLEGE INFORMATIONAL)

_____ 2. Interpreting standardized tests to incoming students as a means of helping them select courses and curricula in which they are most likely to succeed. (EDUCATIONAL TESTING)

_____ 3. Appraising any previous education record of the student to determine his probable success in various courses and curricula which might interest him. (APPLICANT APPRAISAL).

_____ 4. Conducting registration for classes and payment of necessary fees. (STUDENT REGISTRATION)

_____ 5. Maintaining records of the academic progress of each student (grades), the activities of the student at the college, the honors which the student may receive, and some indication of his social development. (STUDENT RECORDS)

_____ 6. Establishing and maintaining regulations pertaining to academic probation, course pre-requisites and graduation requirements. (ACADEMIC REGULATORY)

_____ 7. Consulting with incoming students about their career plans, educational goals, and probable chances for achieving them. (APPLICANT CONSULTING)

_____ 8. Providing a course for students during the first semester (or quarter) which helps students to learn about the college, about study skills, about career opportunities and about self-development. (GROUP GUIDANCE)

_____ 9. Providing staff advisors who are available to consult with students about their choice of courses, their academic progress and other matters that may concern them. (STUDENT ADVISORY)

_____ 10. Providing counselors who are available to consult with students about their vocational plans, or their personal and social concerns. (STUDENT COUNSELING)

_____ 11. Providing information about career opportunities that are related to the various courses and curricula of that college. (CAREER INFORMATIONAL)

_____ 12. Providing a few orientation days at the beginning of school which help new students "get the feel of things." (STUDENT INDUCTION)

_____ 13. Developing and enforcing "consistent" regulations for governing the social life of the student while on campus. (SOCIAL REGULATORY)

_____ 14. Providing opportunities for students to have their own self-government through elected representatives. (STUDENT SELF-GOVERNMENT)

_____ 15. Providing a variety of clubs and activities which help students to develop their special interests and to meet other students who share similar interests. (CO-CURRICULAR ACTIVITY)

_____ 16. Providing opportunities for students to become actively involved in and concerned with some of the major problems faced by our society. (CIVIC INVOLVEMENT)

_____ 17. Providing opportunities and facilities for students to participate in various sports as well as information social activities. (RECREATIONAL ACTIVITY)

_____ 18. Providing a program of inter-collegiate athletics that are of interest to the student body. (INTER-COLLEGIATE ATHLETIC)

_____ 19. Providing students who need financial assistance with opportunities of part-time jobs, or with short-term loans, or with grants-in-aid. (FINANCIAL ASSISTANCE)

_____ 20. Awarding scholarships to students having outstanding academic or activity records. (SCHOLARSHIP AWARDING)

_____ 21. Arranging opportunities for students to work on a part-time basis in jobs that are directly related to their career objectives. (CO-OPERATIVE PLACEMENT)

_____ 22. Assisting students who are graduating from career programs to meet prospective employers and to locate employment that is in keeping with their career plans. (GRADUATE PLACEMENT)

_____ 23. Providing tests which will help students in identifying any deficiencies in basic skills which they may have in reading, writing or arithmetic. (BASIC SKILL DIAGNOSTIC)

____ 24. Providing a special program for students who may discover deficiencies in any of the basic skills. (BASIC SKILL DEVELOPMENTAL)

____ 25. Requiring students to have a physical examination before admission to the college as a means of protecting the health of students. (HEALTH APPRAISAL)

____ 26. Providing the necessary medical personnel to handle problems of illness or accidents which may occur on campus. (HEALTH CLINICAL)

____ 27. Providing college resources and staff to make known to out-of-school youth and adults the educational opportunities available to them. (NON-STUDENT COUNSELING)

____ 28. Maintaining a liaison with high schools and senior colleges so that the student avoids unnecessary duplication of high school studies and is suitably prepared if he plans to transfer to a senior college. (PROGRAM ARTICULATION)

____ 29. Conducting surveys, such as this, as a means of strengthening the services to students, to the faculty, and to the institution. (PROGRAM EVALUATION)

____ 30. Providing opportunities for members of the college staff to increase their professional skill and knowledge through participation in professional conferences and programs both on the campus and elsewhere. (STAFF DEVELOPMENT)

____ 31. Developing methods of coordinating and staffing student services for maximum benefit of the students, the faculty and the college. (ADMINISTRATIVE ORGANIZATIONAL)

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